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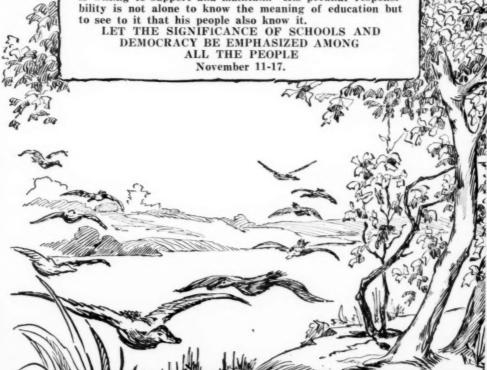
AMERICAN EDUCATION WEEK

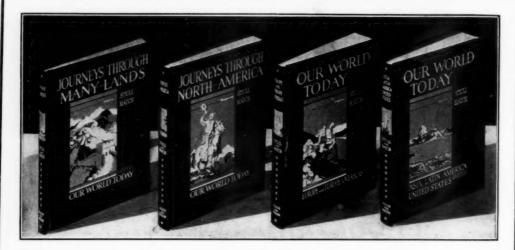
OCTOBER, 1935

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THOS. J. WALKER, Editor

E. M. CARTER, Adv. Mgr.

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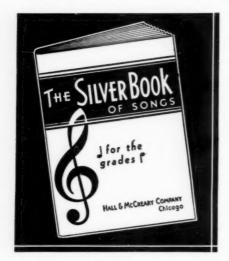
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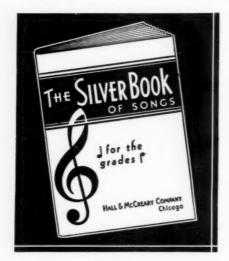
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TEVER before has there been available within the covers of a low-priced song book such a wealth of desirable song material as is contained in The SILVER BOOK of Songs. There is not only ample material for all purposes and all occasions and for all grades from first to ninth, but the musical settings are definitely suited to the needs of these grades. There are plenty of unison, two-part, and three-part arrangements for all teaching needs, besides a considerable number of four-part arrangements for assembly and community use.

PRIMARY SONGS The primary list includes folk songs, nursery songs, singing games and composed songs with a wide range of subject matter relating to pets, nature, the home, and other things interesting to the little ones.

UNISON SONGS The unison songs for intermediate UNISON SONGS The unison songs for intermediate and upper grades are principally folk. Some of these are very rare, for example, those of Icelandic and Hawaiian origin; others are well-known and treasured by everyone. All have been carefully arranged with delightful texts which enhance the melodies.

BART SONGS For two, three, and four part singing, there is many a happy "find" for the upper grade and junior high school teacher because of the quality, suitability, simplicity, and vocal arrangement of the songs. The part songs consist, first, of a fine group for two voices, among which are several in descant form; then there is a group

for three part unchanged voices and others for three part changing voices; and, finally, a good list of songs in standard four part arrangement but with tenors not too high and basses not too low. In addition, there are some good rounds, so useful in the teaching of part singing.

"The SILVER BOOK" satisfies the demand for musically superior songs that interest the child and which will be useful in correlating singing with other curricula. Because of its scope, its organization and musical excellence, The SILVER BOOK of Songs will prove useful either as a basal or co-basal course in music or as a supplementary song book. song book.

The following partial list of contents will give some idea of the unique character of the book and will suggest many reasons why it will prove useful in all schools.

Just a few of the 176 songs in "The SILVER BOOK"-Nearly all study songs are on Victor Records.

Airplane
Alpine Horn
April's Wand
At Sea
Autumn Leaves
Beloved, Let Us Love One
Another
Ionny Scotsmen
Boys of the Zuider Zee
Bridge of Avignon
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I abella
Canoeing 1 abelia Canoeing Captain Hook Carillon Children of Tyrol Chinese Vegetable Man Christmas Bells

Church Bell Cold's the Wind Conchita Country Garden Country Garden
Cuckoo
Daffodils
Dancing Lesson
Dandelions
Deep River
Down in the Valley
Elfin Balloon
Feasting by the Oce Feasting by the Ocean Feasting by the Oceal First Snow Flower Girl Flowers' Message Frougles' School Galway Piper Goldenrod Is Waving

Good Morning Good-Night Gypsying Happy Farmer Harvest Home He Didn't Think Home on the Range Hula
Idle Hours
In Finland
Island Song
Jack-O-Lantern Gay Robin Lullahy Man in the Moon Merry Gardener Mountain Climbers

Nocturne Now We Shall A-Feasting Go orean Trails Old March Wind On Land and Sea O Spirit Sweet of Summer Time Over the River and Through the Wood Owl and the Pussy-Cat Patient Stars Go Patient Stars
Santa Lucia
Silter Right
Silter Book Theme Song
Snowflakes' Race

My Banjo Night and Day

Song of Lihue Song of Thanks for the Pony Spring Flowers Storing Heaven Stormy Sall, A Swallows Sweet and Low Swinging Telescope Thankful Song Thankful Sons There Is My Home Troika Under the Greenwood Tree Wind Wonderful Inn Wraggle-Taggle Gypsies

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Unusually large type, well spaced, and most legible, is used in "The SILVER BOOK". The cover stock is similar in durability to that used on telephone directories. The center four pages are of very strong paper through which the stitches hold securely.

PRICES: 25c ea., postpaid; 2 to 99-20c ea., postpaid; 100 or more-\$17.50 a hundred, transportation extra. Wt., per 100 copies, 30 lbs.

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For complete contents of "The Silver Book" and descriptions of other books, see our catalog mailed you recently

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SCHOOL AND COMMUNITY



VOL. XXI No. 7



OCTOBER, 1 9 3 5

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CAN YOU IMAGINE a situation more exasperating than this: A workman, an artist, let us say, with skill in abundance, with material and tools to fill every need and with energy literally shining from his being and yet without an idea of what he is to produce? Ready to make something, but what?

I wonder if this is a grossly inaccurate picture of teachers in general and of our public schools in particular. It is grossly misrepresentative of public education so far as the teaching of the three R's is concerned. Teachers are doing that job better than it has ever been done. But there is a growing feeling, a conviction, that schools must do more than make readers, writers, and figurers out of America's youth. Certainly a democracy needs in its citizens something more than ability to get and give facts, to compute and comprehend magnitudes. Its surely needs more than skills in the management and use of its materials. It needs, even more, than health and physical vigor. Schools seem to be doing a rather satisfactory job of producing these, at least an increasingly satisfying one. All such things are needed in a democracy. But so are they in a dictatorship.

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There are many peculiar and necessary characteristics needed in citizens of a democracy. Do we know what they are? Then, let's be consciously at the task. It's the most glorious one that the ages have produced.

AMERICAN EDUCATION WEEK

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American Education Week appeals because it celebrates the founding of free schools as a significant achievement in the long struggle for the rights of the common people. Yet the strength of American Education Week lies in the fact that it looks forward. It is more than a memorial to past achievement. It is dedicated to the future, and enlists the cooperation of every citizen in intelligent planning for tomorrow thru the powerful instrument of universal education. The need for planning education and our national life is continuous. Once a vear is not too often to think about



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our schools and their relation to the future.

Especially in troubled times like the present are intelligent readjustments necessary in all those agencies that mold human ideals and relationships. Chief of these agencies is the school. In selecting "The School and Democracy" as the 1935 American Education Week theme, the national committee emphasizes the determination of the American people to retain and improve the principles of self-rule in the face of social disorder which has checked indefinitely the progress of popular government in some of the older countries of the world. theme suggests the fundamental character of systematic education in the preparation of a citizenry capable of directing its own destiny. It implies the need for improvement in the schools which will enable them to serve the new vision and high purpose to which the American people have now committed themselves as they speed the tempo of progress toward long-held democratic ideals.

The following topics for the day-by-day discussions are suggested:

Monday, November 11—The School and the Citizen.

This program will be in keeping with the spirit of Armistice Day, the American Legion taking the lead in the principal ceremonies. Pay tribute not only to those who served their country in war, but also to those who have performed duties of citizenship in an outstanding way in times of peace. Dedicate this day to the citizen as an individual, with emphasis upon the personal traits of courage, loyalty, and concern for the great issues that our nation faces.

Tuesday, November 12—The School and the State.

Plan the program for this day in cooperation with the officers of your state education association. Make its chief purpose informing the public on the progress and the needs of the schools in your state. Compare the costs of education with those of the other functions of state government. Familiarize the people of your community with new school legislation sponsored by your state education association. Discuss needed tax revisions. Compare recent achievements of other states with your own.

Wednesday, November 13—The School and the Nation.

Familiarize the community with steps taken recently by the federal government to grant emergency financial aid to education. Discuss the historic policy and increasing need of permanent federal aid on a basis that will guarantee the children of every state at least the minimum preparation for citizenship. Outline the six-point program supported by the educational forces of the country thru the National Committee for Federal Aid to Education. Organize citizens for the support of this program.

Thursday, November 14-The School

and Social Change.

Discuss education as a potential force in American life. What part shall the schools play in social change? How can the schools of your community contribute more effectively to the progress which is being made economically and socially? What adaptations in the present organization and curriculum of the schools are needed? Write to the Department of Superintendence of the NEA for the yearbook, Social Change and Education, as a basis for these discussions, which may be of the jury-panel type.

Friday, November 15-The School and

Country Life.

For many years the economically more favored city workers have sought refuge from crowded centers in suburban areas where they might indulge their love of good air, sunshine, and natural surroundings. The present day demand for balanced production is bringing about further relocation of city families. Not only farm people but urban dwellers as well have a vital interest in the educational development of rural communities. Show the inequality of educational opportunity that exists in general between children and adults of city and country. What steps have been taken, and what ones are still needed to equalize these differences?

(Continued on page 283)

Calling All Schools

Leaders Ask for Observance of American Education Week

TO THE TEACHERS OF MISSOURI:

The fifteenth annual American Education Week will be observed November 11-17, 1935. The State Department of Education of Missouri and the Missouri State Teachers Association, in cooperation with the National Education Association, the United States Office of Education, the American Legion, the Missouri Congress of Parents and Teachers, and the Missouri State Federation of Labor, urge the general observance of this week by the schools of Missouri.

The theme for the week is The School and Democracy. The following topics

are suggested for day-by-day programs:

Monday, November 11—The School and the Citizen Tuesday, November 12—The School and the State Wednesday, November 13—The School and the Nation Thursday, November 14—The School and Social Change Friday, November 15—The School and County Life Saturday, November 16—The School and Recreation Sunday, November 17—Education and the Good Life

While it may be neither convenient nor desirable for each school-community in the state to undertake to carry out the suggested program in full, it is possible for every community to do something towards the observance of the week. School authorities throughout the state can request their ministers to use Education and the Good Life as the Sermon topic for Sunday, November 17. In every Missouri school a part of at least one day of the week can be set aside for a program dealing with such of the suggested topics as are especially applicable to the community, and patrons can be invited to visit the school on that day. In most communities a program of athletic events can be arranged for Saturday, November 16.

The topic designated for Friday, November 15, is especially appropriate for programs in rural schools. It is suggested, however, that in every school a part of the program be given to the topic *The School and the State*, in order that the people of the community may be apprised of what the state is contributing towards public school support. Material suitable for this program has appeared in SCHOOL AND COMMUNITY from time to time, especially in the September, 1935, number. General suggestions relative to the program

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President Study Outlines Distinctive Program For State Meeting

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> Assembly of Delegates General Sessions

The annual meeting will open with the first session of the Assembly of Delegates in the Ballroom of the Statler Hotel, 8:30-10:15, Thursday morning, November 7, and will close with the fifth general session in the Music Hall of the Municipal Auditorium, 9:00-12:00, Saturday morning, November 9. The first general session will follow immediately after the adjourment of the Assembly of Delegates on Thursday morning. Other general sessions will be held on Thursday evening, Friday morning, Friday evening, and Saturday morning.

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The programs planned for the first and third general sessions are different from any ever before presented at a Missouri State Teachers Association meeting. The program planned for the first general session is in the form of a debate between two noted economists on the subject Whether Civilization Can Survive Under the Capitalistic System. The affirmative speaker will be Mr. Herbert Agar, a former attache of the American Embassy in London, and the author of "The People's Choice," a prize-winning production. negative speaker will be Mr. Lewis Corev. a former Fellow of the Brookings Institute,

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The program for the second general session, Thursday evening, will be furnished by the St. Louis Symphony Orchestra, and will come as a complimentary contribution from the teachers of St. Louis. The program for the fourth general session will include a concert by the All State High School Orchestra and an address by President G. Bromley Oxnam of DePauw University. At the fifth general session, Saturday morning, short addresses will be given by each of the following: President A. J. Stoddard of the Department of Superintendence of the N. E. A.; Hon. Lloyd W. King, State Superintendent of Public Schools; President G. Bromley Oxnam of DePauw University; and Miss Mary C. Ralls, President of the Department of Classroom Teachers of the N. E. A.

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The following six divisions will hold meetings Thursday afternoon: Elementary Schools, Social Studies and Secondary Schools, Colleges and Universities, Vocational Training, Adult Education, and Extra Curricular Activities.

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AMERICAN EDUCATION WEEK (Cont'd from page 280)

Saturday, November 16—The School and Recreation.

Rest and recreation are among the sweetest fruits of toil. Mankind longs to play. Increased leisure makes play possible. Overspecialization turns it into amusement. Neglect permits it to drift into crime. Emphasize the responsibility of the school to give every child recreational skills that will make wholesome play a delight thruout life. Make school play facilities available to adults. Ask the American Legion to help promote a "field day," which includes opportunity for young and old to engage in sports.

Sunday, November 17—Education and the Good Life.

While the attention of many leaders is forced by circumstances to the economic

and material aspects of existence, the life of the spirit and of religion especially needs rekindling. The church and the home and the school have a common obligation to help re-establish the morale of millions beaten on every hand by discouragement and failure. Show how that obligation is being met in your community. Emphasize on this day the part which the church plays in the education both of young people and adults.

Each community will adapt the theme and topics of American Education Week to its own particular needs, engaging the cooperation of whatever local organizations and groups seem most appropriate. Early planning is important. Appoint a general American Education Week committee before school closes. Plan an observance which calls for the participation of all teachers, pupils, and citizens.

HAVE YOU ELECTED DELEGATES TO REPRESENT YOU IN THE ST. LOUIS CONVENTION?

Remember that the business of Your Association is transacted by the Assembly of Delegates elected by the various community associations of the State.

Be sure that your delegates have been properly elected and certified to the State Secretary E. M. Carter, Columbia, Missouri.

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Teachers And Teachers Organizations

by Ruth E. Bynum

It has been said themselves in agreement on any one idea they get together and form a club, with president, vice-president, and secretary. Undoubtedly there is much truth in this statement, but it is not necessarily derogatory. It simply means that Americans have realized, more than any other people, the value of collective action.

In view of this, it seems hardly necessary to attempt to convince teachers of the value of organization, if they wish to accomplish very much that is worth while. What argument, then, is needed to persuade teachers that membership in local and larger organizations is beneficial and necessary? The old readers and copy book maxims should have persuaded them that united action is more effective than individual effort, in general. The discussion, then, concerns teachers' organizations, alone.

Three questions may be asked by the teacher when he is asked to join a local, state, or national group. The first is:

Have the teachers of America a worthwhile cause for which to work and definite goals which they wish to reach? The answer to this question is certainly in the If it isn't we have no busiaffirmative. ness in the profession. Perhaps we have never formulated a statement of our educational philosophy nor definitely located our ultimate goals. However, if we are truly teachers we are quite sure of the value of the subject matter, ideas, and ideals which we try to impart, and we have at least some idea of the general direction in which we expect to lead our Our value as teachers should increase in direct proportion to the clearness with which we have defined our philosophy and our objectives. Here we discover one great value of professional organizations, for the second question which the prospective member may ask is:

How will professional organizations help us to achieve the results which we desire? There are so many ways in which they may assist us that a complete answer to this question is impossible here, or, indeed, anywhere, for their assistance alters with the changing needs of the time.

A presentation of the most important of the educational philosophies is one function of an educational organization. No one of these is forced on the members, but a clear statement makes a choice or a personal formulation less difficult.

A few years ago a principal asked each of his teachers to write a brief statement of his views on the purpose of education, and the value and purpose of his own subject in accomplishing that purpose. The files of local, state and national association journals were a great help in clarifying and organizing views and the greatest difficulty was in getting the magazines which were needed. Someone else often got them first. Eventually almost everything needed for these statements was found in these educational Journals.

These Journals are practically priceless as records of the history of education since the organization of the Associations. The entire progress of educational thought in the United States is recorded in them and in the records of their proceedings from their birth to the present time. No teacher can afford to be ignorant of the contents of these volumes.

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Ruth Bynum, who wrote the winning article on the subject of "Teachers and Teachers Organizations," holds a B. S. degree from the Southeast Missouri State Teachers' College and an A. M. in English from the University of Missouri. Her position in the Webster Groves school is that of Director of Extensive Reading in the Junior High School.

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Like every other profession, education needs the right sort of publicity. educational organizations make educational interpretation a part of their business. Articles which originate with them appear not only in their professional magazines but in lay publications also. It is within their province to interpret education to the public. They must present new ideas, justify them, and help to popularize them. Without the publicity given by the educational organizations, teachers would find it very difficult to introduce new methods and subjects. They help, therefore, to make education progressive and popular.

Another function, and the last to be mentioned here, is the political function. Educators must be represented in government and the needs of the schools presented to the officials. In dealing with politicians who may be influenced very

largely by personal gain, an organization which represents almost a million voters cannot be disregarded, where the same number of unorganized individuals would be an negligible factor.

Local, state and national associations have undoubtedly been largely responsible, through their political activities, for government approval of their activities and assistance with their finances. And herein lies the answer to the last question which the teacher may ask when requested to join a professional association:

How will membership help me, individu-

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We are told that a well-known economist recently listed the work of the education associations as one of the three major factors responsible for the relatively large gain in the real earnings of teachers in the last decade. Isn't a raise in salary concrete and personal enough? True, our earnings have shrunk somewhat in the last few years, but it is more than probable that they would have diminished still more if the various organizations had not taken immediate and effective steps to stop the shrinkage. These organizations have been effective also in holding the continued confidence of the public in education through a time when this confidence was seriously threatened.

If the professional organizations make us better teachers and obtain for us more adequate rewards for our work they are certainly deserving of our wholehearted It is becoming more and more support. necessary that education have definite aims and effective methods for achieving them. In these years when living is becoming increasingly complex it is necessary that teachers be more thoroughly equipped to train the children to meet the difficulties of life; and in these times when living is becoming increasingly expensive teachers must have salaries which will provide for decent living and adequate professional training. Teacher organizations help to provide these. They deserve the support of teachers.



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How To Be Safe in Your Position

by

C. R. Van Nice, Author of Tact and the Teacher and Managing Editor of School Activities

A CCORDING TO reports from superintendents, the past contracting season for teachers—particularly in
rural and town schools—was one of unusual restlessness. The percentage of turn
over was high. The trend of salaries was
slightly up, but the number of teachers
whose salaries were cut off and who were
forced to look for other positions or other
type of work will not permit us to call
the year one of victory for the profession
or for schools.

The effect of this practice by which teachers are "let out" is most disheartening to school people. It makes every teacher feel that sooner or later—at a time in life when people in other professions are being regarded as most indispensable—he or she will be thrown out of employment under conditions differing but in degree from dismissal. The thought is not a pleasant one, but the problem is real and must be faced.

The cause of this unhappy situation of the teacher is complex. At the bottom of it is the fact that the teaching profession cannot demonstrate day by day to the lay mind the value of good teaching. As long as good work in the school room requires years to prove itself, schools will be more or less subject to the whims and fancies of the public, irrelevant matters will affect the teacher's tenure, and all teaching positions will be political and uncertain.

But the problem of teacher tenure is not hopeless. The fact is noticeable that some good teachers do hold their jobs. Not all school people are thrown suddenly out of employment and left to get along the best they can. There are some precautions that may be taken against such a fate.

What is offered here is not to be taken in any sense as prophylactic against the normal and just consequences of incompetence. It does, however, offer some suggestions that the teacher—particularly the teacher who is not part of a city system or otherwise protected—can use to make her work appreciated and to create a demand for her services.

Not all of these suggestions will fit every situation, but some will help materially. They are being used by teachers who hold their positions and get a raise occasionally. Use them.

Adopt a long program. Plan the education of your pupils over a period of years. Do not presume unnecessarily that you will be the teacher next year, but talk about the child's education and life, not just about this year's work. If you think in terms of a period of years, your patrons will tend to think with you. The teacher who looks at her school work in a big way assumes a task that is never done, and fathers and mothers will not permit its being broken off.

Treat each child individually. Don't let your pupils become just "those youngsters." Keep them "John" and "Mary." Greet them by name. Let each develop his own significance and let him and his family realize that he means something to you. Find opportunity to get acquainted with his family. Call upon them if you do not meet them otherwise. Let them know that you are interested in them and theirs. Let them know that you really care.

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Develop a school consciousness in your community. A parent-teacher association may usually be depended upon to crystalize pro-school sentiments. It offers opportunities for teacher and parents to think together. It directs the attention of the public to what the school is doing. It helps to arm friends of the school with facts.

Send notes home—personal messages and such a bulletin as may be prepared by the use of a hektograph. Let these notes be not predominantly fault finding. Begin with congratulatory messages, notes of appreciation and praise. Attendance, epidemics, report cards, and scores of other topics that might naturally arise in conversation between teacher and parent will suggest themselves. When the help of parents is needed to correct faults, an established system of sending bulletins home will help immensely. Take this means of telling them what it will help the cause for them to know.

ant things, or nothing, about anyone who has, or may have, a part in the work of your school. Children, parents, tax payers, board members and county superintendents are human—fortunately for you—and it needs no saying that they sometimes fail or make mistakes. At any moment they may be called upon to defend you. That they will do willingly if you have displayed the active loyalty that they have a right to expect.

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Assume fully the conditions of an understanding that you and they have too many enemies—ignorance, selfishness, and

indifference—to waste even a small fraction of your energy in a way that will not contribute to the common cause.

There are those school people who explain the present uncertainty of a teacher's position by saying that teachers have of late become disgruntled from salary cuts, have become careless in their public relations, and that gaining and holding public good will has become a lost art among teachers. Whether or not that is even partially true, the teacher who meets conditions and takes them as he finds them will have and hold what the public has to offer.

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Dr. Holbeck's editorial is particularly heartening and refreshing for he has made a special study of parent teacher associations and his book "Achievements of the Parent Teacher Association" is one of the best sellers in recent years of the Columbia University Press.

Dr. Holbeck says, "The fact that the parent teacher association has weathered the vicissitudes of thirty-eight years and has grown to a membership of over 1,700,000 is convincing evidence of its usefulness and enormously high appeal."

His term for the movement, "the association of potentialities" is significant, in that the group may serve all types of schools in all types of communities. And if, at times, it has failed to serve it is because of opposition, criticism and misunderstanding on the part of citizens or educators.

Again, "Consider for example, the wholehearted support which the association has given the schools in times of financial stress. The forward looking educator seeks to enlist and train a supporting citizen power. When such headlines as 'Parent Teacher Association Takes a Stand Against Salary Reducation' or 'Parents Insist Upon Maintenance of all Essential Servvices in Our Schools,' appear in the papers it is simply further evidence of the cooperation and sympathetic support, waiting and available in most communities. And in most communities the results have been higher educational standards and mutual benefit.''

Dr. Holbeck states that the community is the real educator of the child, shaping his mind, nourishing his emotions and forming his habits and that schools need a program which reaches out beyond the four walls of the class room into a complete and organized community life. The parent teacher association is a field for the development of community leaders and a complete and organized community life, a means of widening the horizon of the school to help it understand modern society.

"No school program can be intelligent which ignores this aspect of education." When educators realize this I feel sure that the satisfaction of watching the development of individual parents who respond to such an attitude will be quite enough to stimulate further effort, to say nothing of the actual practical results in the smoother working of the school administration which will follow.

The educator's position should be one of interest, cooperation and stimulation. To await the procession and welcome it is not enough; the educator should be willing to meet the other group at least half way. The parent teacher association is with the educator—if he will only see its possibilities!

How To Be Safe in Your Position

by

C. R. Van Nice, Author of Tact and the Teacher and Managing Editor of School Activities

A CCORDING TO reports from superintendents, the past contracting season for teachers—particularly in
rural and town schools—was one of unusual restlessness. The percentage of turn
over was high. The trend of salaries was
slightly up, but the number of teachers
whose salaries were cut off and who were
forced to look for other positions or other
type of work will not permit us to call
the year one of victory for the profession
or for schools.

The effect of this practice by which teachers are "let out" is most disheartening to school people. It makes every teacher feel that sooner or later—at a time in life when people in other professions are being regarded as most indispensable—he or she will be thrown out of employment under conditions differing but in degree from dismissal. The thought is not a pleasant one, but the problem is real and must be faced.

The cause of this unhappy situation of the teacher is complex. At the bottom of it is the fact that the teaching profession cannot demonstrate day by day to the lay mind the value of good teaching. As long as good work in the school room requires years to prove itself, schools will be more or less subject to the whims and fancies of the public, irrelevant matters will affect the teacher's tenure, and all teaching positions will be political and uncertain.

But the problem of teacher tenure is not hopeless. The fact is noticeable that some good teachers do hold their jobs. Not all school people are thrown suddenly out of employment and left to get along the best they can. There are some precautions that may be taken against such a fate.

What is offered here is not to be taken in any sense as prophylactic against the normal and just consequences of incompetence. It does, however, offer some suggestions that the teacher—particularly the teacher who is not part of a city system or otherwise protected—can use to make her work appreciated and to create a demand for her services.

Not all of these suggestions will fit every situation, but some will help materially. They are being used by teachers who hold their positions and get a raise occasionally. Use them.

Adopt a long program. Plan the education of your pupils over a period of years. Do not presume unnecessarily that you will be the teacher next year, but talk about the child's education and life, not just about this year's work. If you think in terms of a period of years, your patrons will tend to think with you. The teacher who looks at her school work in a big way assumes a task that is never done, and fathers and mothers will not permit its being broken off.

Treat each child individually. Don't let your pupils become just "those youngsters." Keep them "John" and "Mary." Greet them by name. Let each develop his own significance and let him and his family realize that he means something to you. Find opportunity to get acquainted with his family. Call upon them if you do not meet them otherwise. Let them know that you are interested in them and theirs. Let them know that you really care.

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Develop a school consciousness in your community. A parent-teacher association may usually be depended upon to crystalize pro-school sentiments. It offers opportunities for teacher and parents to think together. It directs the attention of the public to what the school is doing. It helps to arm friends of the school with facts.

Send notes home—personal messages and such a bulletin as may be prepared by the use of a hektograph. Let these notes be not predominantly fault finding. Begin with congratulatory messages, notes of appreciation and praise. Attendance, epidemics, report cards, and scores of other topics that might naturally arise in conversation between teacher and parent will suggest themselves. When the help of parents is needed to correct faults, an established system of sending bulletins home will help immensely. Take this means of telling them what it will help the cause for them to know.

ant things, or nothing, about anyone who has, or may have, a part in the work of your school. Children, parents, tax payers, board members and county superintendents are human—fortunately for you—and it needs no saying that they sometimes fail or make mistakes. At any moment they may be called upon to defend you. That they will do willingly if you have displayed the active loyalty that they have a right to expect.

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High School Education As A Rural Problem

By Raymond P. Kroggel.

THE PURPOSE of this discussion, as originally planned, was to present to rural teachers and school boards the basic reason and a partial solution for the problem.

It has only been during the past few years that the matter of high school education has really presented a serious problem to rural school life. The reason for the change in attitude has been due largely to the transient situation in rural life in which competition for town and city positions has concerned the rural school graduate. Today when 85% of the major corporations are demanding a high school education as a requirement for application for a position, it is especially important.

When we realize that rural students are competing with those from town for such positions, the following figures take on a startling significance. Twenty-nine percent of rural graduates start to high school as compared with seventy-six percent of the grade graduates from town. Twenty-eight percent of the rural school graduates who actually start to high school complete the work as compared to sixty-four percent of those from town.

The above-mentioned figures do not represent a lower degree of ability to learn nor do they represent an inferior teaching ability, as the first glance would lead us to believe. Rather, if we analyze the situation, apart from physical difficulties of transportation, we find the following reasons, and in each case the teacher can do much to eradicate the difficulties:

First, many students have a marked timidity upon entering high school. So great is this inhibition that many never do enter. This is not unusual when we consider the entire change of environment to which they are subjected. Different methods, strange rooms, new activities, specialized instruction and the actual size of the high school itself—all of these factors conspire to accentuate this timidity.

The second reason is that there are still comparatively large numbers of parents who fail to see the actual necessity for a high school education. It is the old policy of "I didn't need it, neither do my children."

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Teachers, through instruction, can point the way to the high school. Explanation can be given to show how subjects started in the grades are continued in their most interesting forms in high school work. A desire for such education can be awakened in each child, once the aptitudes of the child are discovered.

Teachers can arrange for the uppergrade students to come into contact with the high school and its activities, thus eliminating much of the strangeness and unfamiliarity which accompanies entrance to the high school. This can be done by taking the group to worthwhile activities of the high school. Actual classes may be visited. The student becomes somewhat familiar with the high school before actual entrance.

Teachers, Community Associations, and Parent-Teacher groups can arrange to have high-school instructors brought to their meetings and there demonstrate by lecture and otherwise the most interesting phases of their respective teaching fields. This has been done successfully by some progressive communities and teachers. By these two means the high school may be brought to the rural school student and the student taken to the high school.

Another, and in many respects the most important plan of overcoming the timidity is that of correcting speech habits and characteristics. It is known that a large percentage of first-year high school failures is due to a lack of proper training in self expression. This does not mean a teaching of speech courses in our grade schools but merely a correlation of good expression with all of the subjects taught. The conscientious teacher will give ample time for complete oral expression in each class. She will promote contests in which

students make public appearances. All of these and other similar plans, which space prohibits mentioning, will do much to overcome the timidity which keeps so many rural students from high school and keeps many others from continuing their high school career.

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Thus there are methods by which the good rural teacher can assist in overcoming the terrific educational mortality

Schools Of Nation To Honor Mark Twain At Centennial Tribute, November First

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This day will be nationally celebrated as "National Mark Twain Day" in public and private schools from one end of the United States to the other, according to an announcement just received from the national headquarters of the Mark Twain Centennial Committee, of which President Roosevelt is honorary chairman and Dr. Nicholas Murray Butler, President of Columbia University, chairman.

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At the age of fourteen, Samuel Clemens took an important step toward the fame that was to be his. He became apprenticed to a small newspaper where he worked for two years. He quit to join his older brother, Orion, owner of the Hannibal, Mo., Journal, again as apprentice.

Wanderlust overtook him and he ran away to "see the world." As a tramp printer, he saw it but sketchily for four years. He had left his brother in 1853 and in 1857, he was moved to quit the newspaper business and get down seriously to finding out something about the world at first hand.

He returned to his first love, the Father of Waters. With one hundred hard earned dollars in his pocket he was on his way to Central and South America. But the spell of the great river cast its witchery over him. The pilot of the river boat, Capt. Horace Bixby, became a minor diety to young Clemens. He decided that here, at last, he had found his calling. He must become a river pilot.

And he did.

One and one-half years after his decision to gaze upon Rio and the Amazon, Clemens, still worshipping at the shrine of the flamboyant Bixby, was a licensed river pilot. He remained at his new trade for three years. During his four and a half years on the Mississippi he absorbed to the fullest the colorful atmosphere of river life which in later years throbbed and glowed in his writings.

The Civil War closed the river to civilian shipping and Clemens became a wanderer once more. Followed four years of hectic roaming. He became in turn a Confederate soldier, itinerant reporter, gold miner in California, writer, columnist and lecturer.

He was always on the move. Always tormented with a desire for a change of scene and always advancing slowly to the glorious career that was to be his.

In 1869—now as Mark Twain, his pen name—he arrived in New York. His fortunes had taken a turn for the better and he was plentifully supplied with money. A religious group had chartered a ship.

the Quaker City, for a voyage to the Holy Land. Twain joined the tourists.

He remained with the tour until Palestine was reached and then decided to strike off on his own.

He tourned parts of Europe, notably Russia. As a result of this junket, he later wrote "Innocents Abroad."

He returned to New York in 1870 and turned a milestone in his life. He met, wooed and married Olivia Langdon of Elmira, New York.

Incidentally, Olivia's image had been in his mind and heart since her younger brother, Charles J. Langdon had shown Mark a miniature of his sister in the early days of the voyage of the Innocents.

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No sooner married and established as editor and part owner of the Buffalo (N. Y.) Express than he was off again. Deaths and illness in his and his wife's families upset him so he could not write and he moved to Hartford, Conn., where his first daughter, Susy, was born in March, 1872.

Then commenced a period that greatly influenced his work. He met intimately the great of the literary, political, society and business worlds. His writing, though still characterized by his gusty humor became more polished and the adulation of the world was his.

He travelled almost constantly, dined and toasted everywhere. He was entertained at dinner by the Emperor of Germany; he literally held court wherever he went.

Two more daughters were born to the Clemens' and his family life was extremely happy. In 1875 and 1883 respectively two of Mark Twain's greatest characters. Tom Sawyer and Huck Finn, were given to the world.

For the sake of atmosphere, Twain had a replica of a Mississippi pilot house built and appended to his house in Hartford and there he did his writing.

In the two decades between 1880 and 1900 Twain's finances were usually in desperate shape. He made a great deal of money but it was absorbed by unfortunate investments. His publishing house, Webster and Company, assigned for the benefit of its creditors in 1893 and Twain spent the next few years paying his creditors in full.

In 1896 Twain's first major tragedy took place. His oldest daughter, Susy, died at the age of 24 while he and the rest of his family were abroad.

Free of debt at the turn of the century, Mark Twain returned to America in 1900. His arrival was a national event. America tried to outdo Europe in paying him honor. University degrees were showered upon him; a Mississippi river boat was named for him; homage was his everywhere.

But his cup of sorrow remained to be drained to the full. In August, 1902, Olivia Clemens, the one great love of his life became desperately ill. He moved her to Italy, but as he himself put it, on June 5, 1903, the "Life of my life passed to the peace of death."

Twain returned to America and after experimenting with various places of resi-

dence, took up his life anew at 21 Fifth Avenue, New York City. He travelled still but the death of "Livy" had somewhat stilled his restlessness. In 1907 he went to England to receive the degree of Doctor of Literature from Oxford University.

In 1908 he established his home at Redding, Conn., his last earthly abode. In June of 1909 he developed that heart ailment that finally stilled his pen. His daughter Jean died in that year and Twain went to Bermuda in January, 1910.

He returned home in April unimproved in health and on April 21, 1910, Samuel Langhorne Clemens—Mark Twain to his own and future generations—passed away.

A spirit passed that will never grow old. A pen that delighted and still delights the world dropped from a tired old hand and the soul of Mark Twain joined the hardy souls he loved in life.

SUGGESTED GENERAL ASSEMBLY EXERCISES FOR SCHOOL OBSERVANCE OF "NATIONAL MARK TWAIN DAY," NOVEMBER 1, 1935

Processional by school orchestra.

Appropriate air: "On the Mississippi" (Published by Shapiro & Bernstein, New York.)

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Short Address on Mark Twain's life and career. (Sample copy attached; reading time seven minutes.)

Song or Chorus.

Appropriate airs:

Old Man River (Harms Inc., New York City).

Oh! Susanna (F. B. Haviland Publishing Co., New York City).

Deep River (Schirmer, New York City).

Huckleberry Finn (Mills Inc., New York City).

Negro spirituals suggestive of river life; Plantation songs.

Dramatization of scenes and events in Mark Twain's life or writings. The following are suggested:

Adventures of Tom Sawyer: The Glorious Whitewasher, Chapter II; Tragedy in the Graveyard, Chapter IX.

Adventures of Huckleberry Finn: The King and the Duke on the Raft, Chapters XIX-XXII. Huck Finn as a Girl, Chapters X-XI.

A Connecticut Yankee In King Arthur's Court: The Miracle of the Sun's Eclipse.

The Prince and the Pauper: Tom Becomes a Prince, Chapter V.

Mark Twain Receives Litt. D. Degree from Oxford University, June 26, 1907.* (Scarlet and gray gowns with black mortar board; Bear in mind that ceremony took place indoors; Sheldonian Theatre. Background of undergraduates cheering and applauding. Preceding Twain, degrees were bestowed upon Whitelaw Reid, Prime Minister Campbell-Bannerman, General Booth of the Salvation Army. Following Twain, degrees were bestowed upon Rudyard Kipling and Camille Saint-Saens.)

*See "Mark Twain, A Biography," Albert Bigelow Paine. Pages 1392-1395, Vol. III.

Readings from Mark Twain's works: "The Notorious Jumping Frog of Calaveras County;" "Advice to Youth;" "The Sandwich Islands;" "The Turning Point in My Life."

Reading of best book review written by student. (Suggested: "Joan of Arc;" "What is Man?;" "The Mysterious Stranger," etc.).

Song chorus or instrumental music. Recessional by orchestra.

Note: This program is timed to run one hour or more. It can be held to whatever time is allotted for assembly.

If a more elaborate program is planned, a prominent citizen, literary authority or newspaper critic might be invited to deliver a prepared address on Mark Twain's life or works.

Local newspapers and radio stations can be invited to cooperate in the observance.

flected in many of his best known works, notably "The Adventures of Tom Sawyer" and "The Adventures of Huckleberry Finn."

At the age of fourteen, Samuel Clemens took an important step toward the fame that was to be his. He became apprenticed to a small newspaper where he worked for two years. He quit to join his older brother, Orion, owner of the Hannibal, Mo., Journal, again as apprentice.

Wanderlust overtook him and he ran away to "see the world." As a tramp printer, he saw it but sketchily for four years. He had left his brother in 1853 and in 1857, he was moved to quit the newspaper business and get down seriously to finding out something about the world at first hand.

He returned to his first love, the Father of Waters. With one hundred hard earned dollars in his pocket he was on his way to Central and South America. But the spell of the great river cast its witchery over him. The pilot of the river boat, Capt. Horace Bixby, became a minor diety to young Clemens. He decided that here, at last, he had found his calling. He must become a river pilot.

And he did.

One and one-half years after his decision to gaze upon Rio and the Amazon, Clemens, still worshipping at the shrine of the flamboyant Bixby, was a licensed river pilot. He remained at his new trade for three years. During his four and a half years on the Mississippi he absorbed to the fullest the colorful atmosphere of river life which in later years throbbed and glowed in his writings.

The Civil War closed the river to civilian shipping and Clemens became a wanderer once more. Followed four years of hectic roaming. He became in turn a Confederate soldier, itinerant reporter, gold miner in California, writer, columnist and lecturer.

He was always on the move. Always tormented with a desire for a change of scene and always advancing slowly to the glorious career that was to be his.

In 1869—now as Mark Twain, his pen name—he arrived in New York. His fortunes had taken a turn for the better and he was plentifully supplied with money. A religious group had chartered a ship.

the Quaker City, for a voyage to the Holy Land. Twain joined the tourists.

He remained with the tour until Palestine was reached and then decided to strike off on his own.

He tourned parts of Europe, notably Russia. As a result of this junket, he later wrote "Innocents Abroad."

He returned to New York in 1870 and turned a milestone in his life. He met, wooed and married Olivia Langdon of Elmira, New York.

Incidentally, Olivia's image had been in his mind and heart since her younger brother, Charles J. Langdon had shown Mark a miniature of his sister in the early days of the voyage of the Innocents.

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No sooner married and established as editor and part owner of the Buffalo (N. Y.) Express than he was off again. Deaths and illness in his and his wife's families upset him so he could not write and he moved to Hartford, Conn., where his first daughter, Susy, was born in March, 1872.

Then commenced a period that greatly influenced his work. He met intimately the great of the literary, political, society and business worlds. His writing, though still characterized by his gusty humor became more polished and the adulation of the world was his.

He travelled almost constantly, dined and toasted everywhere. He was entertained at dinner by the Emperor of Germany; he literally held court wherever he went.

Two more daughters were born to the Clemens' and his family life was extremely happy. In 1875 and 1883 respectively two of Mark Twain's greatest characters. Tom Sawyer and Huck Finn, were given to the world.

For the sake of atmosphere, Twain had a replica of a Mississippi pilot house built and appended to his house in Hartford and there he did his writing.

In the two decades between 1880 and 1900 Twain's finances were usually in desperate shape. He made a great deal of money but it was absorbed by unfortunate investments. His publishing house, Webster and Company, assigned for the benefit of its creditors in 1893 and Twain spent the next few years paying his creditors in full.

In 1896 Twain's first major tragedy took place. His oldest daughter, Susy, died at the age of 24 while he and the rest of his family were abroad.

Free of debt at the turn of the century, Mark Twain returned to America in 1900. His arrival was a national event. America tried to outdo Europe in paying him honor. University degrees were showered upon him; a Mississippi river boat was named for him; homage was his everywhere.

But his cup of sorrow remained to be drained to the full. In August, 1902, Olivia Clemens, the one great love of his life became desperately ill. He moved her to Italy, but as he himself put it, on June 5, 1903, the "Life of my life passed to the peace of death."

Twain returned to America and after experimenting with various places of resi-

dence, took up his life anew at 21 Fifth Avenue, New York City. He travelled still but the death of "Livy" had somewhat stilled his restlessness. In 1907 he went to England to receive the degree of Doctor of Literature from Oxford University.

In 1908 he established his home at Redding, Conn., his last earthly abode. In June of 1909 he developed that heart ailment that finally stilled his pen. His daughter Jean died in that year and Twain went to Bermuda in January, 1910.

He returned home in April unimproved in health and on April 21, 1910, Samuel Langhorne Clemens—Mark Twain to his own and future generations—passed away.

A spirit passed that will never grow old. A pen that delighted and still delights the world dropped from a tired old hand and the soul of Mark Twain joined the hardy souls he loved in life.

SUGGESTED GENERAL ASSEMBLY EXERCISES FOR SCHOOL OBSERVANCE OF "NATIONAL MARK TWAIN DAY," NOVEMBER 1, 1935

Processional by school orchestra.

Appropriate air: "On the Mississippi" (Published by Shapiro & Bernstein, New York.)

Invocation.

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Short Address on Mark Twain's life and career. (Sample copy attached; reading time seven minutes.)

Song or Chorus.

Appropriate airs:

Old Man River (Harms Inc., New York City).

Oh! Susanna (F. B. Haviland Publishing Co., New York City).

Deep River (Schirmer, New York City).

Huckleberry Finn (Mills Inc., New York City).

Negro spirituals suggestive of river life; Plantation songs.

Dramatization of scenes and events in Mark Twain's life or writings. The following are suggested:

Adventures of Tom Sawyer: The Glorious Whitewasher, Chapter II; Tragedy in the Graveyard, Chapter IX.

Adventures of Huckleberry Finn: The King and the Duke on the Raft, Chapters XIX-XXII. Huck Finn as a Girl, Chapters X-XI.

A Connecticut Yankee In King Arthur's Court: The Miracle of the Sun's Eclipse.

The Prince and the Pauper: Tom Becomes a Prince, Chapter V.

Mark Twain Receives Litt. D. Degree from Oxford University, June 26, 1907.* (Scarlet and gray gowns with black mortar board; Bear in mind that ceremony took place indoors; Sheldonian Theatre. Background of undergraduates cheering and applauding. Preceding Twain, degrees were bestowed upon Whitelaw Reid, Prime Minister Campbell-Bannerman, General Booth of the Salvation Army. Following Twain, degrees were bestowed upon Rudyard Kipling and Camille Saint-Saens.)

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Reading of best book review written by student. (Suggested: "Joan of Arc;" "What is Man?;" "The Mysterious Stranger," etc.).

Song chorus or instrumental music. Recessional by orchestra.

Note: This program is timed to run one hour or more. It can be held to whatever time is allotted for assembly.

If a more elaborate program is planned, a prominent citizen, literary authority or newspaper critic might be invited to deliver a prepared address on Mark Twain's life or works.

Local newspapers and radio stations can be invited to cooperate in the observance.

SUGGESTIONS FOR CLASS ROOM WORK LEADING UP TO "NATIONAL MARK TWAIN DAY," NOVEMBER 1, 1935

English

If there is a boy or girl in the school with the ability to talk and even elementary ability to sketch with chalk on a blackboard, it is suggested that he or she read aloud, "How to Make Dates Stick," illustrating while he or she reads. Story and drawings appear in Mark Twain's "What Is Man? and other Essays."

Two readers, boys or girls, could be selected. One to read aloud "The Story of the Bad Little Boy" and the other following with "The Story of the Good Little Boy" from Mark Twain's "Sketches, New and Old."

Other humor readings:

Adventures of Tom Sawyer: The Charm to Cure Warts, Chapter VI.

Adventures of Huckleberry Finn: Rescue of Nigger Jim from Dungeon, Chapters XXXIV-XL; Shakespeare and The Royal Nonesuch, Chapter XXI-XXII. A Connecticut Yankee in King Arthur's Court:

Discomfort in a Suit of Armour.

Essay and theme work assignments on subjects such as:

Mark Twain and His Contemporaries. Mark Twain and Bret Harte; Their Re-

Mark Twain's Impressions of Europe. The Serious Side of Mark Twain (Examples of his non-humorous work). Mark Twain and President Grant. Mark Twain's Mississippi Background. Why We Revere Mark Twain.

Consideration of Mark Twain's influence on modern American humor.

History Mark Twain's Interest in and Influence on the mechanical development of printing. Mark Twain as America's Unofficial "Am-

bassador at Large."

Mark Twain's Work in Behalf of International Copyright Laws.

Mark Twain's Views on Monarchies.

Mark Twain and Slavery.

Mark Twain's Hatred of War and Human Oppression.

Civics

Mark Twain and New York City's "Tweed

Newspaperman Twain's Influence on Government.

Art and Manual Training

Building of river boat models.

Modeling in clay heads or busts of Mark Twain.

Layouts of pictures and prints relating to Mark Twain (photos of Twain at various ages, his homes, contemporaries (Howells, Artemus Ward, Thomas Nast, Bret Harte, General Grant, etc.)); pen and ink sketches; cartoons.

Miscellaneous

An exhibit of rare editions of Mark Twain's books, letters, pictures. Local residents and libraries would doubtless collaborate by loaning the school such items.

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LET US THINK ON THESE-

The task of the classroom teacher is a serious responsibility. She has before her a group of eager youngsters, anxious to explore the world about them. Two courses are open to the teacher. The one, so characteristic of the past, thrusts the children into a series of fixed seats and trots them willy-nilly over an inflexible steeplechase course beset with intellectual hurdles and mental water jumps. A few of the successful pupils clear the obstacles and finish the course in splendid fashion. Many others, however, are found floundering in

the pools or limping slowly to the finish line. The other course leads the children on an interesting journey abounding with exciting experiences and satisfying pent up desires for knowledge. Reality replaces vicariousness; the children live, experience, appreciate, and develop in a spontaneous fashion. They vault the intellectual hurdles with alacrity because the answer to a need lies on the other side. They clear the mental hazards because their dominating purposes stimulate them to greater effort. They attain better results, their teachers enjoy a richer life, and better citizens emerge from the classrooms. Unfortunately, many teachers know too little about conducting these exciting journeys.—Crawford Greene in the Journal of Arkansas Education.

District Teachers Association Programs

Six divisions of the M. S. T. A. will hold their meetings on October 17-18 in Kirksville, Warrensburg, Cape Girardeau, Joplin, Maryville and Rolla, respectively, just three weeks before the big Annual State Wide Convention of teachers to be held this year in St. Louis.

The outlook promises that each meeting will have an attendance larger than in the recent past years. Enrollments are piling up at the Headquarters Office in Columbia in numbers indicating wholesome increases in all parts of the State over the depression years and a spirit of hope and progress is evident everywhere.

NORTHEAST MISSOURI TEACHERS ASSOCIATION

KIRKSVILLE General Officers

Mr. Marion Schott, Kirksville, President Mr. James Dougherty, Columbia, First Vice-President

Miss L. Fay Knight, LaPlata, Second Vice-President

Mr. L. A. Eubank, Kirksville, Secretary-Treasurer

Executive Committee

Mr. C. A. Powell, Macon Mr. J. G. Van Sickel, Kirksville

Mr. Davis Acuff, Eolia

Mrs. Mildred Crawford Domann, Clark

First General Session Thursday, October 17, 9:30 A. M. Kirk Auditorium

Auditorium



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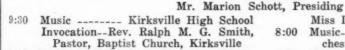
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Pres. Marion Schott



9:45 Welcome--Miss Lucy Simmons, Teachers College, Kirksville
Response--Mr. Marion Schott, President of the Association

10:00 "Imagination and Its Uses".-Dr. S. Parkes Cadman, New York City

11:00 "Ethical Idealism in a Changing
World,"--Dr. G. Bromley Oxnam,
President, DePauw University,
Greencastle, Indiana

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1:00 Music ----- Marceline High School
1:15 "The Meaning of Culture"--Dr. G.

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Miss L. Fay Knight, LaPlata, Second Vice-President

Mr. L. A. Eubank, Kirksville, Secretary-Treasurer

Executive Committee

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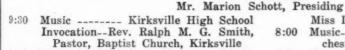
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Cambridge, Massachusetts

10:30 "The Social Teaching of the Greater

Humorists with Especial Reference to Mark Twain," Mr. Stephen Leacock, McGill University, Montreal, Quebec

Fifth General Session Friday, October 18, 1:00 P. M. Kirk Auditorium

Mr. Marion Schott, Presiding
1:00 Music, All District Rural School Chorus
1:30 "If I Should Write Your Biography,"
Mr. Rollo Walter Brown

2:15 "Literature at Its Lightest and Latest," Mr. Stephen Leacock

3:00 Moliere's "The School for Husbands,"

The Coffer-Miller Players General Information

Meeting of the House of Delegates, Thursday, October 17, 1:00 P. M., Room 101, Library Building.

Departmental Sessions will be held Thursday, October 17, at 2:45 P. M.

The Schoolmasters Club Banquet will be held Thursday, October 17, at 6:00 P. M. in the Masonic Temple.

A football game between the Northeast Missouri Teachers and the Central Missouri Teachers will be held at 7:30 P. M. on Friday, Ocotber 18.

CENTRAL MISSOURI TEACHERS ASSOCIATION



Pres. Floyd Ray

WARRENSBURG

General Officers

Mr. Floyd Ray, Warsaw, President Mr. W. J. Graff, Butler, Vice-President Mr. F. W. Urban, Warrensburg, Secretary Mr. G. E. Hoover, Warrensburg, Treasurer

Executive Committee

Mr. Floyd Ray, Warsaw Mr. W. J. Graff, Butler Mr. F. W. Urban, Warrensburg



Secy. F. W. Urban

First General Session Thursday Morning, October 17

> In Hendricks Hall Mr. Floyd Ray, Presiding

9:00 Music—By the college orchestra.
Invocation—Ward Edwards, College
Chaplin.
Greetings—President E. L. Hendricks.
Response—Superintendent Floyd Ray,
President of the Association.

9:30 Address—"Education and Democracy,"
Professor Stephen Leacock, Head of
the Department of Economics and
Political Science, McGill University,
Montreal.

10:15 Address—"Making Character Education Practical"—Superintendent Robert L. Hunt, Madison, South Dakota.

11:00 Announcements. County Meetings.

Second General Session Thursday Afternoon, October 17

In Hendricks Hall
Mr. Willard J. Graff, Presiding

1:15 Music.

1:30 Address—"Social Teachings of the Greater Humorists"—Doctor Stephen Leacock. 2:15 Address—"Education at the Cross Roads"—Doctor Boyd H. Bode, Professor of Education, The Ohio State University.

3:00 Sectional Meetings.

4:45 Meeting of Central Missouri High School Athletic Association in Room 217.

> Third General Session Friday Morning, October 18

9:00 Music.

9:15 Address—"Whither and Whence the Curriculum"—Superintendent Robert L. Hunt.

10:00 Address—"An Educated Man in this Changing World"—Dr. Albert E. Wiggam.

10:45 Sectional Meetings.

Fourth General Session Friday Afternoon, October 18

In Hendricks Hall Mr. Floyd Ray, Presiding

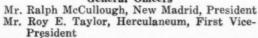
1:30 Business Meeting.

2:15 Address—"Bird Love Affairs and Tragedies"—Doctor T. E. Musselman.

3:00 All District Glee Clubs and Orchestras

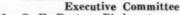
SOUTHEAST MISSOURI TEACHERS ASSOCIATION

CAPE GIRARDEAU General Officers



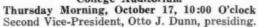
Mr. Otto J. Dunn, Doniphan, Second Vice-President

Mr. L. H. Strunk, Cape Girardeau, Secretary-Treasurer



Mr. C. E. Burton, Piedmont Mr. Geo. D. Englehart, Leadwood Mr. A. C. Magill, Cape Girardeau

First General Session
College Auditorium





Secy. L. H. Strunk

Singing-Led by Walter Jenkins, Houston, Texas.

Pres. Ralph McCullough

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Invocation—Rev. Ralph E. Weisser, Christ Evangelical Church.

Address of Welcome—Wm. Batcher, Secretary of Chamber of Commerce, Cape Girardeau. Address—"M. S. T. A. Legislative Work,"

E. M. Carter, Secretary Missouri State Teachers Association, Columbia, Mo.

Address—"Missouri's Educational Challenges," Hon. Lloyd W. King, State Superintendent of Schools, Jefferson City, Mo.

of Schools, Jefferson City, Mo.

Address—"Modern Education Relating Itself
to Modern Trends," Dr. Truman G. Reed,
Principal Wichita High School East, Wichita, Kansas.

Field House

Thursday Evening, October 17, 7:30 O'clock
Demonstration of play activities and physical
education for all grades from 1-12 inclusive. Presented by the Cape Girardeau
Public Schools. ADMISSION BY MEMBERSHIP RECEIPTS ONLY.

Second General Session College Auditorium

Friday Morning, October 18, 9 O'clock
First Vice-President, Roy E. Taylor, Presiding.
Singing—Led by Walter Jenkins.
President's Address—Ralph McCullough.
Concert—Old National Male Quartet.

Address—"What Price Freedom," Dr. Maycie Southall, Professor of Elementary Education, George Peabody College for Teachers, Nashville, Tenn.

Address—"Leadership for Tomorrow," Cameron Beck, Director of New York Stock Exchange Institute, New York City.

Third General Session
Friday Evening, October 18, 8 O'clock
President, Ralph McCullough, Presiding.
Singing—Led by Walter Jenkins.
Concert—Old National Male Quartet.
Address—"The Teacher, Himself," Dr. F. B.

Address—"The Teacher, Himself," Dr. F. B.
Knight, Professor of Education, University of Iowa, Iowa City, Iowa.
Presentation of the new President.
Adjournment.

General Announcements

First Meeting of the Assembly of Representatives

The first meeting of the Assembly of Representatives will be held in Room 313, Academic Hall, at 2:30 o'clock, Thursday afternoon, October 17.

Departmental meetings will be held at 2:30 P. M., Thursday.

The members of the Resolutions Committee are requested to meet in Room 310, Academic Hall, at 3:00 o'clock, Thursday afternoon, October 17.

Football Game

Teachers College vs. Arkansas College, Batesville, Ark., Friday, October 18, at 2:00 o'clock.

Opening Dinner

At 5:45 o'clock Thursday evening the annual Superintendents' and Principals' Dinner will be served in Albert Hall. All superintendents and principals are expected to be present. Arrangements are being made by Dr. A. C. Magill of the Teachers College. Tickets, seventy-five cents.

Primary Luncheon

The A. C. E. (Kindergarten-Primary Teachers) will hold their luncheon at noon, Thursday, October 17. The local branch of the College Association for Childhood Education will be hostesses. The luncheon will be in the Training School Gymnasium. Tickets are thirty-five cents. Send reservations to Miss Nell Carter, Teachers College, Cape Girardeau, Missouri. It is very important that all reservations be sent in early.

Alumni Dinner

The Alumni of the Teachers College will hold their annual dinner in the Training School Gymnasium at 5:30 o'clock Friday evening, October 18. All former students are urged to be present. Make your reservations early by writing Miss Hattie Eicholtz, Teachers College, Cape Girardeau, Mo. Tickets seventy-five cents.

(Continued on page 298)

Humorists with Especial Reference to Mark Twain," Mr. Stephen Leacock, McGill University, Montreal, Quebec

Fifth General Session Friday, October 18, 1:00 P. M. Kirk Auditorium

Mr. Marion Schott, Presiding
1:00 Music, All District Rural School Chorus
1:30 "If I Should Write Your Biography,"
Mr. Rollo Walter Brown

2:15 "Literature at Its Lightest and Latest," Mr. Stephen Leacock

3:00 Moliere's "The School for Husbands,"

The Coffer-Miller Players General Information

Meeting of the House of Delegates, Thursday, October 17, 1:00 P. M., Room 101, Library Building.

Departmental Sessions will be held Thursday, October 17, at 2:45 P. M.

The Schoolmasters Club Banquet will be held Thursday, October 17, at 6:00 P. M. in the Masonic Temple.

A football game between the Northeast Missouri Teachers and the Central Missouri Teachers will be held at 7:30 P. M. on Friday, Ocotber 18.

CENTRAL MISSOURI TEACHERS ASSOCIATION



Pres. Floyd Ray

WARRENSBURG

General Officers

Mr. Floyd Ray, Warsaw, President Mr. W. J. Graff, Butler, Vice-President Mr. F. W. Urban, Warrensburg, Secretary Mr. G. E. Hoover, Warrensburg, Treasurer

Executive Committee

Mr. Floyd Ray, Warsaw Mr. W. J. Graff, Butler Mr. F. W. Urban, Warrensburg



Secy. F. W. Urban

First General Session Thursday Morning, October 17

> In Hendricks Hall Mr. Floyd Ray, Presiding

9:00 Music—By the college orchestra.
Invocation—Ward Edwards, College
Chaplin.
Greetings—President E. L. Hendricks.
Response—Superintendent Floyd Ray,
President of the Association.

9:30 Address—"Education and Democracy,"
Professor Stephen Leacock, Head of
the Department of Economics and
Political Science, McGill University,
Montreal.

10:15 Address—"Making Character Education Practical"—Superintendent Robert L. Hunt, Madison, South Dakota.

11:00 Announcements. County Meetings.

Second General Session Thursday Afternoon, October 17

In Hendricks Hall
Mr. Willard J. Graff, Presiding

1:15 Music.

1:30 Address—"Social Teachings of the Greater Humorists"—Doctor Stephen Leacock. 2:15 Address—"Education at the Cross Roads"—Doctor Boyd H. Bode, Professor of Education, The Ohio State University.

3:00 Sectional Meetings.

4:45 Meeting of Central Missouri High School Athletic Association in Room 217.

> Third General Session Friday Morning, October 18

9:00 Music.

9:15 Address—"Whither and Whence the Curriculum"—Superintendent Robert L. Hunt.

10:00 Address—"An Educated Man in this Changing World"—Dr. Albert E. Wiggam.

10:45 Sectional Meetings.

Fourth General Session Friday Afternoon, October 18

In Hendricks Hall Mr. Floyd Ray, Presiding

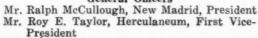
1:30 Business Meeting.

2:15 Address—"Bird Love Affairs and Tragedies"—Doctor T. E. Musselman.

3:00 All District Glee Clubs and Orchestras

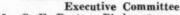
SOUTHEAST MISSOURI TEACHERS ASSOCIATION

CAPE GIRARDEAU General Officers



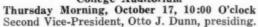
Mr. Otto J. Dunn, Doniphan, Second Vice-President

Mr. L. H. Strunk, Cape Girardeau, Secretary-Treasurer



Mr. C. E. Burton, Piedmont Mr. Geo. D. Englehart, Leadwood Mr. A. C. Magill, Cape Girardeau

First General Session
College Auditorium





Secy. L. H. Strunk

Singing-Led by Walter Jenkins, Houston, Texas.

Pres. Ralph McCullough

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Invocation—Rev. Ralph E. Weisser, Christ Evangelical Church.

Address of Welcome—Wm. Batcher, Secretary of Chamber of Commerce, Cape Girardeau. Address—"M. S. T. A. Legislative Work,"

E. M. Carter, Secretary Missouri State Teachers Association, Columbia, Mo.

Address—"Missouri's Educational Challenges," Hon. Lloyd W. King, State Superintendent of Schools, Jefferson City, Mo.

of Schools, Jefferson City, Mo.

Address—"Modern Education Relating Itself
to Modern Trends," Dr. Truman G. Reed,
Principal Wichita High School East, Wichita, Kansas.

Field House

Thursday Evening, October 17, 7:30 O'clock
Demonstration of play activities and physical
education for all grades from 1-12 inclusive. Presented by the Cape Girardeau
Public Schools. ADMISSION BY MEMBERSHIP RECEIPTS ONLY.

Second General Session College Auditorium

Friday Morning, October 18, 9 O'clock
First Vice-President, Roy E. Taylor, Presiding.
Singing—Led by Walter Jenkins.
President's Address—Ralph McCullough.
Concert—Old National Male Quartet.

Address—"What Price Freedom," Dr. Maycie Southall, Professor of Elementary Education, George Peabody College for Teachers, Nashville, Tenn.

Address—"Leadership for Tomorrow," Cameron Beck, Director of New York Stock Exchange Institute, New York City.

Third General Session
Friday Evening, October 18, 8 O'clock
President, Ralph McCullough, Presiding.
Singing—Led by Walter Jenkins.
Concert—Old National Male Quartet.
Address—"The Teacher, Himself," Dr. F. B.

Address—"The Teacher, Himself," Dr. F. B.
Knight, Professor of Education, University of Iowa, Iowa City, Iowa.
Presentation of the new President.
Adjournment.

General Announcements

First Meeting of the Assembly of Representatives

The first meeting of the Assembly of Representatives will be held in Room 313, Academic Hall, at 2:30 o'clock, Thursday afternoon, October 17.

Departmental meetings will be held at 2:30 P. M., Thursday.

The members of the Resolutions Committee are requested to meet in Room 310, Academic Hall, at 3:00 o'clock, Thursday afternoon, October 17.

Football Game

Teachers College vs. Arkansas College, Batesville, Ark., Friday, October 18, at 2:00 o'clock.

Opening Dinner

At 5:45 o'clock Thursday evening the annual Superintendents' and Principals' Dinner will be served in Albert Hall. All superintendents and principals are expected to be present. Arrangements are being made by Dr. A. C. Magill of the Teachers College. Tickets, seventy-five cents.

Primary Luncheon

The A. C. E. (Kindergarten-Primary Teachers) will hold their luncheon at noon, Thursday, October 17. The local branch of the College Association for Childhood Education will be hostesses. The luncheon will be in the Training School Gymnasium. Tickets are thirty-five cents. Send reservations to Miss Nell Carter, Teachers College, Cape Girardeau, Missouri. It is very important that all reservations be sent in early.

Alumni Dinner

The Alumni of the Teachers College will hold their annual dinner in the Training School Gymnasium at 5:30 o'clock Friday evening, October 18. All former students are urged to be present. Make your reservations early by writing Miss Hattie Eicholtz, Teachers College, Cape Girardeau, Mo. Tickets seventy-five cents.

(Continued on page 298)

TEACHERS HELP THEMSELVES by HELPING ONE ANOTHER and by WORKING TOGETHER FOR THE ADVANCEMENT OF THE CAUSE OF EDUCATION IN GENERAL

WHAT YOU GET FOR YOUR \$2.00

The satisfaction of being one of a group large enough to exert some influence in shaping the educational policies of the state.

The feeling that you are loyal to your profession and to the cause for which you labor.

SCHOOL AND COMMUNITY, the official organ of the Missouri State Teachers Association, which keeps you in touch with educational plans and developments throughout the state.

A voice in shaping the policies of the largest professional organization in Missouri.

The privilege of attending the annual state convention of that organization, with the feeling that you have contributed your share towards making the convention a success.

The same privilege and feeling with respect to your annual district meeting, which, like the state meeting, is made possible by the combined fees of the members of the Association. District meetings are held annually in Kirksville, Warrensburg, Cape Girardeau, Maryville, Rolla, and either Springfield or Joplin.

The privilege of belonging to a local community teachers association and cooperating with the other members of that organization. A part of the \$2.00 fee goes back to the community association of the county or city where the member works.

The privilege of sharing in the material benefits resulting from the legislative work of the Association, with the feeling that you have contributed something towards making those benefits possible.

Teachers of Missouri work together through the agency of The Missouri State Teachers Association



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And the wolf that shall keep it may prosper, but the wolf that shall break it must die.
As the creeper that girdles the tree trunk, the law runneth forward and back;
For the strength of the pack is the wolf, and the strength of the wolf is the pack.

—Kipling.

The Missouri State Teachers Association and its Look to the Future

The Association sees these possibilities in the future:

- 1. The payment in full of the state's obligations under the 1931 school law.
- 2. School districts of sufficient size to provide adequate school facilities for all children in the state.
- 3. The dignifying of the office of county superintendent of schools by providing for that office a salary and an expense allowance commensurate with its responsibilities.
- 4. A well-trained and well-paid teacher in every school room.
- 5. Security of tenure and retirement allowances for teachers.
- 6. The development of such a feeling of professional solidarity and responsibility among teachers as will completely eliminate unethical practices.

The Association visualizes, as the means to those ends, the cooperation of all teachers in the state in the maintenance of:

- 1. A militant state Association.
- 2. Aggressive and effective District Associations.
- 3. Active Community Associations everywhere.

:-: JOIN NOW :-:

The Membership Fee is only \$2.00 per Year.

Our Goal is 100% Everywhere.

I want to so live that I may work with my fellow men.

-Woodrow Wilson.

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Our Goal is 100% Everywhere.

I want to so live that I may work with my fellow men.

-Woodrow Wilson.

Phi Delta Kappa Luncheon

The members of Phi Delta Kappa Fraternity will have their sixth annual luncheon at 12 o'clock Friday, October 18. Every member is invited and urged to be present. The price of tickets is fifty cents. Make arrangements in advance by writing Dr. Robert R. Hill, Teachers College, Cape Girardeau, Mo. The place of the luncheon will be announced on the bulletin board in the main corridor of Academic Hall.

Kappa Delta Pi Tea
The Alpha Eta Chapter of Kappa Delta Pi
invites all Kadelpians to an initiation tea to
be held in the College High School Library,
Thursday afternoon, October 17, from 4:30 to
5:30 P. M.

Hesperian Breakfast

There will be a breakfast for all Hesperians Friday morning, October 18. See bulletin board in the main corridor of Academic Hall for announcements of place and other details.

EXHIBITS

"All Southeast Missouri" School Exhibit

In line with the slogan of "All Southeast Missouri," the College Library is sponsoring, and has invited all Southeast Missouri schools to cooperate in an exhibit. This exhibit, as planned, will be "units of work" from the

schools throughout the district assembled in one of the Society Halls on the main floor.

Commercial

Representatives of book companies, sporting goods companies and school supply houses will have their exhibits in one of the Society Halls on the main floor of Academic Hall. The exhibits this year will be of unusual interest and much worthwhile.

Pupil Reading Circle Books

Teachers are especially invited to see the Missouri Pupils' Reading Circle books—a practically complete collection. These books are shelved on the first floor, in the Conference Room, of the College Library. Other attractive books for children may be seen in the Children's Room near by. These books may be seen at any time.

Merchants of Cape Girardeau Entertain Teachers

Through the generosity of the Merchants of Cape Girardeau, members of the Teachers' Association, upon presentation of their membership cards, will be admitted to the Homecoming football game on Friday afternoon, October 18. The teachers always appreciate such courtesies. The 1935 edition of the Indians will have as their opponents in the Homecoming game, the Arkansas College, Batesville, Ark.

SOUTHWEST MISSOURI TEACHERS ASSOCIATION

SPRINGFIELD General Officers

Mr. John W. Gilliland, Aurora, President Mr. Loyd E. Grimes, Crane, First Vice-President

Gus P. Campbell, Jasper, Second Vice-President

C. W. Parker, Ozark, Secretary-Treasurer Executive Committee

John W. Gilliland, Aurora Howard Butcher, Pierce City

Ray Hailey, Ava J. B. Remington, Golden City

Walter L. Bass, Pleasant Hope Wednesday Afternoon, October 16, 2:00 P. M.

Board of Education Building County Superintendent's Department Chairman, Mr. Roy Scantlin.



Secy. C. W. Parker

Pres. John Gilliland

Secretary, Mr. C. H. Hibbard, Ava.

Address—"Closer Relations Between Business and the Schools," Mr. Cameron Beck, Personnel Director, New York Stock Exchange Institute, New York City.

Round Table Discussion.

Business Session.

First General Session Wednesday Evening, October 16, 7:30 P. M. Memorial Hall Auditorium

President John W. Gilliland, Presiding. Invocation—Rev. Roy L. Brown, Pastor Byers Avenue Christian Church, Joplin.

Music.
Address of Welcome—Mayor A. C. Maher,
Joplin.

Response—Prin. V. M. Hardin, Springfield.
Address—"Leadership for Tomorrow," Mr.

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Second General Session

Thursday Morning, October 17, 10:00 A. M.
Memorial Hall Auditorium

Supt. E. A. Elliott, Joplin, Presiding.
Invocation—Rev. R. E. Musgrave, Pastor
South Joplin Christian Church.

Address—"The Teacher, Himself," Dr. F. B.
Knight, University of Iowa, Iowa City,
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Third General Session
Thursday Evening, October 17, 7:30 P. M.
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Invocation-Rev. Otto C. Seymour, Pastor First Presbyterian Church, Joplin.

Address-Mr. E. M. Carter, Secretary, M. S. T. A., Columbia, Mo.

Address-"Some New Challenges to American Secondary Education," Dr. John Rufi, Uni-

versity of Missouri, Columbia, Mo.
Address—Mr. Lloyd W. King, State Superintendent of Schools, Jefferson City, Mo.

Fourth General Session Friday Afternoon, October 18, 2:30 P. M. Memorial Hall Auditorium

This will be a musical program given by the District Chorus under the direction of Mr. Lytton S. Davis, State Supervisor of Music. The Joplin High School Orchestra will also take part in the program.

Fifth General Session

Friday Evening, October 18, 7:30 P. M. President John W. Gilliland, Presiding.

Invocation-Rev. B. A. Pugh, Pastor First Baptist Church, Joplin.

Music.

Address-"Modern Education Relating Itself to Modern Trends," Professor Truman

Reed, East High School, Wichita, Kansas. Address—"The White Man's Green Pastures," Dr. W. P. Dearing, President Oakland City College, Oakland City, Indiana. **General Information**

The Assembly of Delegates will meet in the Lodge Room, Memorial Hall. Departmental Meetings will be held Thurs-

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NORTHWEST MISSOURI TEACHERS ASSOCIATION

MARYVILLE

General Officers Mr. Alva L. Allen, Chillicothe, President Mr. Fred Keller, Tarkio, 1st Vice-President Miss Florence Seat, Hopkins, 2nd Vice-President

Mr. Bert Cooper, Maryville, Secretary Mr. Hubert Garrett, Maryville, Treasurer



Mr. Francis L. Skaith, Gower Mr. Cecil Jenkins, Kansas City Mr. R. H. Watson, King City

Mr. John W. Edie, Maysville



Secy. Bert Cooper

Pres. Alva L. Allen

Wednesday Evening, October 16, 8:00 O'clock College Auditorium

Mr. Joseph P. Kelly, Chairman, Department of Speech, The Northwest Missouri State Teachers College, Presiding.

8:00-The Coffer-Miller Players.

Second General Session Thursday Morning, October 17, 9:30 O'clock College Auditorium

Mr. Alva L. Allen, President, The Northwest Missouri Teachers Association,

Presiding. 9:30-Invocation, The Reverend V. C. Clark,

Pastor, First Methodist Episcopal Church, Maryville. 9:35-Music, The Northwest Missouri State

Teachers College Conservatory of Music. 9:50-Address, Mr. Alva L. Allen, President.

10:05-Address, Mr. H. P. Study, President of the Missouri State Teachers Association.

10:30-Address, "The Educational Wilderness." Dr. I. E. Stutsman, Supt. of Schools, St. Joseph.

11:30-Announcements and Adjournment.

Third General Session Thursday Afternoon, October 17, 1:30 O'clock College Auditorium

Miss Florence Seat, Second Vice-President, The Northwest Missouri Teachers Association, Presiding.

1:30-Number by the Department of Speech. The Northwest Missouri State Teachers College.

1:45—Address, "Do We Want Creative Minds in America," Dr. Rollo W. Brown, Author, Educator, Cambridge, Massachusetts.

2:15-Adjournment to Departmental Meetings.

Fourth General Session Thursday Evening, October 17, 7:45 O'clock College Auditorium

Mr. Uel W. Lamkin, President, The Northwest Missouri State Teachers Col-

lege, Presiding. 7:45-Music, The Northwest Missouri District High School Orchestra, conducted by Mr. LaVern E. Irvine, Director of the Northwest Missouri State Teachers College Conservatory of Music.

8:15-Address, "Who Shall Inherit America,"

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Second General Session Thursday Morning, October 17, 9:30 O'clock College Auditorium

Mr. Alva L. Allen, President, The Northwest Missouri Teachers Association,

Presiding. 9:30-Invocation, The Reverend V. C. Clark,

Pastor, First Methodist Episcopal Church, Maryville. 9:35-Music, The Northwest Missouri State

Teachers College Conservatory of Music. 9:50-Address, Mr. Alva L. Allen, President.

10:05-Address, Mr. H. P. Study, President of the Missouri State Teachers Association.

10:30-Address, "The Educational Wilderness." Dr. I. E. Stutsman, Supt. of Schools, St. Joseph.

11:30-Announcements and Adjournment.

Third General Session Thursday Afternoon, October 17, 1:30 O'clock College Auditorium

Miss Florence Seat, Second Vice-President, The Northwest Missouri Teachers Association, Presiding.

1:30-Number by the Department of Speech. The Northwest Missouri State Teachers College.

1:45—Address, "Do We Want Creative Minds in America," Dr. Rollo W. Brown, Author, Educator, Cambridge, Massachusetts.

2:15-Adjournment to Departmental Meetings.

Fourth General Session Thursday Evening, October 17, 7:45 O'clock College Auditorium

Mr. Uel W. Lamkin, President, The Northwest Missouri State Teachers Col-

lege, Presiding. 7:45-Music, The Northwest Missouri District High School Orchestra, conducted by Mr. LaVern E. Irvine, Director of the Northwest Missouri State Teachers College Conservatory of Music.

8:15-Address, "Who Shall Inherit America,"

Dr. Albert Edward Wiggam, Lecturer, Psychologist, and Writer, New

9:15-Announcements and Adjourment. Fifth General Session

Friday Morning, October 18, 9:00 O'clock College Auditorium

Mr. Fred L. Keller, First Vice-President, The Northwest Missouri Teachers Association, Presiding.

9:00—Music, The Northwest Missouri Dis-trict High School Orchestra. Mr. LaVern E. Irvine, Conductor.

9:30—Address, "Europe at the Cross-Roads," Dr. S. Parks Cadman, Philosopher, Theologian, Writer, New York.

10:30-Annual Business Meeting. 11:30-Adjournment.

Sixth General Session

Friday Afternoon, October 18, 1:00 O'clock College Auditorium

Dr. James C. Miller, Dean of the Faculty, The Northwest Missouri State Teachers College, Presiding. 1:00—Music, The Northwest Missouri State Teachers College Conservatory of Music.

1:10-Introduction of New Association Offic-

ers, Mr. Alva L. Allen. 1:15—Address, "Education at the Cross-Roads," Dr. Boyd H. Bode, Department of Education, Ohio State University, Columbus.

2:15—Announcements and adjournment to Departmental Sessions.

GENERAL INFORMATION County Meetings

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SOUTH CENTRAL MISSOURI TEACHERS ASSOCIATION

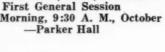
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Second General Session Thursday Afternoon, 1:30 P. M., October 17 -Parker Hall

Invocation.

Address-"Calling All Teachers," W. P. Dearing, Oakland City, Indiana.

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Third General Session Thursday Night, 8:00 P. M., October 17 -Parker Hall

Music-Missouri School of Mines R. O. T. C. Band, John W. Scott, Director.

Address-"Modern Education Relating Itself To Modern Trends," Truman G. Reed, Wichita, Kansas,

Fourth General Session Friday Morning, 9:00 A. M., October 18, -Parker Hall

Music. Invocation.

Address-"The Teacher, Himself," F. B. Knight, Iowa City, Iowa.

Business Meeting.

Department of Elementary Teachers

Address-"Comments On The Teaching of Arithmetic," F. B. Knight, Iowa City,

Meeting Rolla District, Missouri High School Coaches Association in Room 10, Parker Hall-C. E. Potter, President.

Fifth General Session

Friday Afternoon, 1:30 P. M., October 18. Rollamo Theatre

Music. Invocation.

Address—"Missouri's Educational Challenges," Supt. Lloyd W. King. Address—M. S. T. A. Legislative Work, E. M.

Carter. Introduction of New Officers.

The County Superintendent and High School Supervision in Missouri

THERE IS prevalent in Missouri educational opinion the idea that the County Superintendent of Schools is distinctly a supervisor of rural elementary schools and that the high schools in his county are something apart and separate from his jurisdiction. This opinion is widespread among laymen and is sometimes found among county superintendents themselves. Like many things which from time to time creep into our thinking, this is one that might well be forgotten.

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The larger high schools in Missouri have rather well-established provisions for a local supervisory program. A principal or super-intendent is employed with at least a portion of his time allotted to the problem of supervision. In the smaller high schools however, little attention has been naid to this important coordinating activity. The official, who is the head of the school and upon whom the responsibility of supervision could logically be expected to rest, has little time for activities beyond his own work in the classroom. sequently a large nercentage of the high schools are the stepchildren of the state school system as far as definite supervision is concerned. The county superintendent is the only school official who is in a position to develop ways and means of putting a supervisory program into effect in the case of these particular high schools.

What are some of the things, then, which the county superintendent should consider as deserving of his attention in reference to the high schools under his jurisdiction?

1. Redistricting

Any change in districting which has in view a more economical and efficient organization for the schools is of vital concern to the county superintendent. If we are ultimately to realize the aim of twelve grades of equal educational opportunity for all the boys and girls in Missouri some redistricting will probably be inevitable. In such cases the county superintendent is the one representative of the people who has the professional knowledge and interest to see that the job done will realize this aim.

2. Professional Leadership

The county superintendent is the chief edu-

cational leader in his locality. To the teachers and school administrators of his county he should be a source of professional authority. His office should be a clearing house of the best techniques and practices among his high schools and he should be active in disseminating information from outside sources that would enable high school authorities to improve their local situations. Among other things the county superintendent might well be an authority on the state program of high school supervision and to know exactly the state regulations governing high school classification and approval. He will then be in a nosition to act as laison officer between the high schools of his county and the state supervisor and to assist this official in making his supervisory program effective.

3. Certification of High School Teachers

In respect to certification, the county superintendent can perform a valuable service to the high school districts. By position he is already a director of certification for the rural teachers. We can see no reason why he should not act in the same capacity for the high school teachers as well. The State Department of Education has recently recommended that the certificates of all teachers be registered in the office of the county superintendent in whose county they are teaching. It is believed that this will be a step forward in the professionalization of the county educational system.

4. Records and Reports

Although a minor educational activity, the keeping and filing of accurate records and reports is indeed a necessary one. The system of both child and financial accounting now in operation in many high school districts in Missouri is inadequate even for bare legal necessity. So much depends upon the accuracy of reports in the high school district that the county superintendent might well feel that this is something worthy of considerable attention on his part.

5. Transportation of High School Students
Section 16a of the School Law of 1931 relating to the transportation of school children
was revised by the last session of the General Assembly. It was changed somewhat in
an effort to make the transportation set-up of
individual districts more effective in providing
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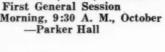
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6. Synchronization of High Schools and Rural Schools

High school education in Missouri is no longer a peculiar problem of the high school district. In many sections of the state the enrollment of nonresident high school students greatly outnumbers those living within the boundaries of the district maintaining the high school. A portion of the legal financial responsibility for the maintenance of high

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Teach The Dictionary

By R. Pilant, Granby, Mo.

VERY HIGH SCHOOL student should be E required to furnish himself with a dictionary on the level of the secondary school. Why is this statement so confidently made? In the first place, our dictionary is the sum total of our knowledge of our language. Without language, or dictionary-content, we could not express ourselves, we could not describe what we hear, or see, or say, or smell, or taste, or think. Without language, or dictionary-content, we could not know the past, or the present, or preserve knowledge for future use. In fine, language is not a mere collection of alphabetical combinations; it is a measure of what the race has learned, a measure of what the race knows today, and the only method whereby the race can preserve knowledge for the future. We may think that we could express ourselves as well in any other language as we can in English, provided that we were as skillful in that tongue as we are in our own. But you cannot express the thought of a modern nation in the language of a primitive tribe. Some will suggest that we could learn by actions, if not by words; but actions are meaningful only insofar as they suggest the words by which they can be described or explained. A shrug of the shoulders, a wink, a nod may mean much, if one is already acquainted with the words which explain the reason for, or the significance of, these actions. That which we cannot name and describe does not exist for us until such time as we can name it or grant it certain attributes.

Yet we hear it sometimes scornfully said of a man that he knows nothing but the dictionary. If, as a matter of fact, he really knew the dictionary, he would know all. For, in knowing all about all words, he would have to know all the possible uses of each word and all the ideas of which that word had ever been, or could ever be, a complete or partial expression. A word is not a mere combination of alphabetical characters; it is an idea or combination of ideas, a description, a conception, a relationship, a container of meaning. That man who is a master of words is not a mere memorizer of the dictionary, but a master of ideas which are nothing but meaningful words. The man who is a master of the dictionary is not wise be-

cause he knows many words, but because he knows many ideas which those words represent.

Nothing is language which does not convey meaning, although it may resemble speech, be spelled correctly, and arranged neatly. Any passage in the English language which makes good sense in good English, regardless of spelling, punctuation, or grammatical ordering. Of course, the whole question is whether any passage will make good sense wherein the words are not correctly spelled and grammatically ordered. That is a question which can be answered in any specific case, but not by generalization.

But while you are insisting that grammar can make an idea unmistakably clear, remember that nothing can be so worded that it is not susceptible to more than one sound and logical interpretation. No language is, or can be, definite enough to be foolproof or lawyertight. Looseness and fluidity of meaning and construction is particularly characteristic of living languages. The more vital a language is, the more rapidly and radically it is changing, the less amenable it is to ironclad definition and strict grammatical regimentation. Living things never remain long the same.

And right here is where we find the pedant's greatest mistake. He has consistently mistaken grammar for language, style for substance, shucks for ears of corn. Grammar is merely the etiquette of language . . . good writing or speaking manners; but language is a matter of ideas and their interchange. Grammar is a social convention like modish dress; but English is a primal necessity like clothing or protection from the elements. Grammar may be desirable and attractive, but language is fundamental and indispensable.

We find another prime fallacy of the pedant. He maintains that a man is not a master of words unless he uses them stylistically or literarily in speech or writing. Whereas a man is the master of a word, if he knows its meaning, regardless of whether he ever uses that word or not. It is not the expression of knowledge which makes us wise, but the possession of knowledge. True, the use of words in writing or speaking clearly demonstrates our knowledge or ignorance of their significance, and may serve to clarify

our understanding of them. But your pedent will recognize a man as a master of words who is nothing but a memorizer of words, or a composer of word-symphonies. No man is a master of words who is not a logical thinker and a master of ideas. Mastery over words is both the result of, and the measure of, think-

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That brings us to the fundamental differences between a writing and a speaking vocabulary; between a writing and a compre-hension vocabulary. By comprehension vocabulary is meant the words which we can understand when we hear them or see them. A man may get along with a small stock of words for writing or speaking, but he cannot go far without a much larger stock of words which he can understand when he sees them or hears them in use. In other words, it is not the function of the high schools to force every one to use all the words in conversation or writing which he must understand if he is to read books, magazines, or newspapers. But it is the duty of the high school to help every student expand his reading or listening vocabulary to the point where he can read a daily newspaper or listen to a distinguished lecturer with understanding. The school cannot hope to make a literary stylist of every student, but it can, and ought to, make an understanding reader and listener of him. You wonder why your students get so little out of what they read. Their vocabulary is so limited and they are so lazy that they do not know what they are reading. You wonder why your students refuse to read anything but the cheapest literature. Their vocabulary is so limited that they can read nothing more mature with so much as a semblance of comprehension. You wonder why your students will not listen to a notable lecturer. Their vocabulary is so limited that they do not know what he is talking about. You wonder why your students do not have more or bet-They have so few words in stock ter ideas. that they could not describe an idea if they had one. You wonder why so many of your best students in school do not do so well in life's battle, and vice versa. In school a good memory will win as much as a good mind by repeating the book verbatim on tests. But a really superior mind, in many cases, will refuse to bluff its way through a test by repeating what it does not understand.

Teach the dictionary. Teach the student to consult the dictionary when in doubt as to meaning, usage, derivation, kinship, pronunciation, spelling, or part of speech. Require each student in high school to provide himself with a dictionary of the secondary rank. Any smaller dictionary will be too limited in vocabulary; any larger will be too bulky for class use, if not too expensive. See that he brings his dictionary to class with him every day. See that he has some use for it in every class and subject every day. Give him tests that will reward him for his efforts. Make him see that he can get nothing out of what he does read, if he does not know the meaning of the

words involved. Of course, we cannot hope to teach him every meaning of every word that he will need to know during his lifetime, but we can teach him where to find that meaning, we can get him in the habit of using the dictionary frequently and intelligently in school, and we can hope that that habit may stay with him through the years. With the dictionary habit, he may become an educated person; without it, he can never.

Now some may say that it is all very well

to talk about teaching the dictionary, but how are you going to do it? There is more than one approach to the subject, but let us consider some of the problems which are cer-

tain to confront us.

We must first make clear to the student the need for such work on his part by showing him how unfamiliar he is with thousands of words which he must understand if he is to read his textbooks, his reference books, his outside reading books, or the newspapers, or magazines with any understanding. We must show him how this dictionary work will increase his proficiency in every subject that he takes and in every line of work in which he may engage. The student has to be taught to recognize unfamiliar words, because he has become so accustomed to skipping all strange words in his reading that he is no longer able to recognize unfamiliar words readily. He thinks that he knows them, because he knows what alphabetical characters go into their spelling. He has become as unconscious of these unfamiliar words as some drivers have of stop signs and warning signals . . . and with equally disastrous results.

Again, the student is prone to think that we are trying to teach him a lot of bigwig words for which he will have no use or need. This idea is to be combatted by explaining to him that we are not expecting him to use all these words in ordinary conversation or writing, but that he must understand them if he is to understand his textbooks, or any other books or papers or magazines. We must not try to teach him the meaning of any word except as it is specifically encountered in his reading. We must show him that we are not interested in the meaning of any word as an isolated expression, but as an integral part of a sentence which he must understand before he goes on

to the next sentence.

Finally, the student has the idea that he can tell what a word means from reading the words that go before or follow it. We must show him that that is merely guesswork. He must, it is true, consider the meaning of the word in relation to its context after he knows the meaning of the word, but he cannot arrive at the meaning of the word from its context except by guess work. Some practice in interpreting passages containing strange words will soon convince him of his error.

Interest in the work may be stimulated by having the student list all unfamiliar words that he finds in any daily assignment, or in the day's newspaper, or in his Sunday School Quarterly, or in the movie advertisements, or 6. Synchronization of High Schools and Rural Schools

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Nothing is language which does not convey meaning, although it may resemble speech, be spelled correctly, and arranged neatly. Any passage in the English language which makes good sense in good English, regardless of spelling, punctuation, or grammatical ordering. Of course, the whole question is whether any passage will make good sense wherein the words are not correctly spelled and grammatically ordered. That is a question which can be answered in any specific case, but not by generalization.

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And right here is where we find the pedant's greatest mistake. He has consistently mistaken grammar for language, style for substance, shucks for ears of corn. Grammar is merely the etiquette of language . . . good writing or speaking manners; but language is a matter of ideas and their interchange. Grammar is a social convention like modish dress; but English is a primal necessity like clothing or protection from the elements. Grammar may be desirable and attractive, but language is fundamental and indispensable.

We find another prime fallacy of the pedant. He maintains that a man is not a master of words unless he uses them stylistically or literarily in speech or writing. Whereas a man is the master of a word, if he knows its meaning, regardless of whether he ever uses that word or not. It is not the expression of knowledge which makes us wise, but the possession of knowledge. True, the use of words in writing or speaking clearly demonstrates our knowledge or ignorance of their significance, and may serve to clarify

our understanding of them. But your pedent will recognize a man as a master of words who is nothing but a memorizer of words, or a composer of word-symphonies. No man is a master of words who is not a logical thinker and a master of ideas. Mastery over words is both the result of, and the measure of, think-

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That brings us to the fundamental differences between a writing and a speaking vocabulary; between a writing and a compre-hension vocabulary. By comprehension vocabulary is meant the words which we can understand when we hear them or see them. A man may get along with a small stock of words for writing or speaking, but he cannot go far without a much larger stock of words which he can understand when he sees them or hears them in use. In other words, it is not the function of the high schools to force every one to use all the words in conversation or writing which he must understand if he is to read books, magazines, or newspapers. But it is the duty of the high school to help every student expand his reading or listening vocabulary to the point where he can read a daily newspaper or listen to a distinguished lecturer with understanding. The school cannot hope to make a literary stylist of every student, but it can, and ought to, make an understanding reader and listener of him. You wonder why your students get so little out of what they read. Their vocabulary is so limited and they are so lazy that they do not know what they are reading. You wonder why your students refuse to read anything but the cheapest literature. Their vocabulary is so limited that they can read nothing more mature with so much as a semblance of comprehension. You wonder why your students will not listen to a notable lecturer. Their vocabulary is so limited that they do not know what he is talking about. You wonder why your students do not have more or bet-They have so few words in stock ter ideas. that they could not describe an idea if they had one. You wonder why so many of your best students in school do not do so well in life's battle, and vice versa. In school a good memory will win as much as a good mind by repeating the book verbatim on tests. But a really superior mind, in many cases, will refuse to bluff its way through a test by repeating what it does not understand.

Teach the dictionary. Teach the student to consult the dictionary when in doubt as to meaning, usage, derivation, kinship, pronunciation, spelling, or part of speech. Require each student in high school to provide himself with a dictionary of the secondary rank. Any smaller dictionary will be too limited in vocabulary; any larger will be too bulky for class use, if not too expensive. See that he brings his dictionary to class with him every day. See that he has some use for it in every class and subject every day. Give him tests that will reward him for his efforts. Make him see that he can get nothing out of what he does read, if he does not know the meaning of the

words involved. Of course, we cannot hope to teach him every meaning of every word that he will need to know during his lifetime, but we can teach him where to find that meaning, we can get him in the habit of using the dictionary frequently and intelligently in school, and we can hope that that habit may stay with him through the years. With the dictionary habit, he may become an educated person; without it, he can never.

Now some may say that it is all very well

to talk about teaching the dictionary, but how are you going to do it? There is more than one approach to the subject, but let us consider some of the problems which are cer-

tain to confront us.

We must first make clear to the student the need for such work on his part by showing him how unfamiliar he is with thousands of words which he must understand if he is to read his textbooks, his reference books, his outside reading books, or the newspapers, or magazines with any understanding. We must show him how this dictionary work will increase his proficiency in every subject that he takes and in every line of work in which he may engage. The student has to be taught to recognize unfamiliar words, because he has become so accustomed to skipping all strange words in his reading that he is no longer able to recognize unfamiliar words readily. He thinks that he knows them, because he knows what alphabetical characters go into their spelling. He has become as unconscious of these unfamiliar words as some drivers have of stop signs and warning signals . . . and with equally disastrous results.

Again, the student is prone to think that we are trying to teach him a lot of bigwig words for which he will have no use or need. This idea is to be combatted by explaining to him that we are not expecting him to use all these words in ordinary conversation or writing, but that he must understand them if he is to understand his textbooks, or any other books or papers or magazines. We must not try to teach him the meaning of any word except as it is specifically encountered in his reading. We must show him that we are not interested in the meaning of any word as an isolated expression, but as an integral part of a sentence which he must understand before he goes on

to the next sentence.

Finally, the student has the idea that he can tell what a word means from reading the words that go before or follow it. We must show him that that is merely guesswork. He must, it is true, consider the meaning of the word in relation to its context after he knows the meaning of the word, but he cannot arrive at the meaning of the word from its context except by guess work. Some practice in interpreting passages containing strange words will soon convince him of his error.

Interest in the work may be stimulated by having the student list all unfamiliar words that he finds in any daily assignment, or in the day's newspaper, or in his Sunday School Quarterly, or in the movie advertisements, or in some one's talk before the assembly or over the radio. Have him give the page, and the sentence from printed material in order that he and the class may determine how it is used in each case and be able to select the correct meaning from the dictionary to fit each case.

If the teacher will make a similar survey for himself to determine just how many unfamiliar words and phrases he can find in one day's issue of the newspaper, or in one story from his favorite magazine, or in one article from a professional magazine; he will be brought to the strongest realization of the need for dictionary work in the schools. Teachers, try this test today and you will teach the dictionary tomorrow.

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School Books and Racial Antagonism

By R. B. Eleazer

N THE EFFORT to discover whether the reconstruction era. public school textbooks in general use are contributing to the development of intelligent, fair-minded interracial attitudes, there have recently been made a number of studies of textbooks content relative to the Negro and the problems incident to his presence in this country. These studies were made under the auspices of a hundred well-known Southern educators comprising The Conference on Education and Race Relations, with headquarters in the Standard Building, Atlanta. The purpose was to find out just what the texts contain with relation to the Negro, favorable or otherwise; what facts of consequence they omit; and what would be their probable effect on the student's estimate of Negroes in American life and upon his attitude toward them.

The findings, just published by the Conference in an attractive pamphlet entitled "School Books and Racial Antagonism," are startling in their revelation of "omissions and inclusions that make for misunderstanding."

History Texts

Twenty of the most widely used textbooks in American history were examined with relation to the following topics: The Negro and the flag; Reconstruction; Negro leadership; progress since emancipation; present day conditions and problems.

On the first point it was found that seventeen of the twenty books leave the student in complete ignorance that Negroes ever rendered the slightest service to the flag of their country, while the other three give but the

faintest suggestion of the facts.

In the matter of Negro leadership, one finds only four names mentioned in the entire twenty volumes. Only one book gives place to Booker T. Washington, representing the race at its best, while eight record the horrors of Nat Turner's insurrection. One adds the story of Denmark Vesey's plot and one mentions Harriet Tubman as a leader of runaway slaves. Eighteen of the twenty histories make no mention whatever of the Negro's remarkable progress since emancipation. The other two treat the subject so inadequately as hardly to be called exceptions.

In most cases the treatment of Reconstruction fails to assess fairly the relative responsibility of the confused freedmen and their white leaders for the mistakes and crimes of the reconstruction era. The terrors of Negro domination are played up luridly and the Ku Klux Klan is quite generally glorified. None of the books gives credit to the reconstruction governments for any beneficent legislation, not even the establishment of the public school system.

With relation to present day conditions and problems involving the Negro one finds very little, and even that not always to be depended upon. Few of the books make any reference whatever to these matters.

In general, the student inevitably gets the impression from these books that the Negro has figured in American life only as a semi-savage slave and as a dangerous freedman, unprepared for citizenship and a menace to civilization.

Textbooks in Civics

Fourteen of the principal texts in civics and American problems were examined. It was found that seven of the fourteen make no reference whatever to the Negro or to the problems incident to his presence here. Each of three books gives one page or less to the subject; three treats it a little more at length but in such a way as to increase interracial distrust and prejudice rather than to allay them. Only one of the fourteen treats the subject with anything approaching adequacy and fairness, and even this needs to be supplemented generously.

If fourteen children each should study one of the above texts in civics, seven would be left in complete ignorance that there is a racial situation in America involving civic problems and responsibility; four would touch the subject so lightly as to receive no definite impression whatever; three would probably come out with their initial prejudices confirmed and deepened. Only one of the fourteen would be given any conception of his civic responsibilities in the light of the bi-racial situation, or any preparation for meeting them wisely and fairly.

Literature Texts

A review of thirty-eight volumes of American literature reveals a situation only sightly more favorable than that found in the textbooks in history and civics. Twenty-five of the thirty-eight contain no suggestion that the Negro has ever made the least contribution to the literature of America. Of the other

thirteen volumes, eight mention briefly only a single writer each (either Phillis Wheatley or Paul Laurence Dunbar); one names them both; three mention three or more Negro writers. The most generous accords three pages to Negro literature.

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In the light of these findings the Conference feels that a considerable measure of textbook revision is imperative. It is anxious to bring the facts as widely as possible to the attention of teachers, publishers, and authors, and will be glad to send a copy of the report, without charge, to anyone requesting it. to the literature of America. Of the other

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Articles of Lasting Interest

The Magazine World

Condensed by Wilfred Eberhart Ohio State University

MILITARY TRAINING-PRO AND CON

Condensed from the Forum and Century, September, 1935

CON . . . \$10,000,000 yearly for antisocial education.

Edwin C. Johnson, Secretary, Committee on Militarism in Education. IKE WAR, the end toward which it is

IKE WAR, the end toward which it is directed, compulsory military training is today utterly devoid of any convincing justification, whether in our schools and colleges or elsewhere.

A training composed largely of the manual of arms and mass, parade-ground formations is without significance in an area of mechanized warfare. Cavalry is admittedly done for, yet the R. O. T. C. has over two thousand horses on duty at colleges and universities. The usefulness of infantry in modern war is being held in suspect, too. Today with nations engaged in a new armament race in which competition in military aviation is more frantic than in any other field, the foot soldier seems destined for eclipse.

It is often claimed that military training is valuable in building manhood; that it provides good physical exercise. On the contrary, the physical training claims constitute a travesty on everything the professional physical educator believes in and works toward. The advocates of military training are prone, also, to declare that it disciplines the young in a rare repertoire of desirable traits and that it is a front line defense against radicalism among the young. Our foremost educational philosophers, however, uniformly deny the first claim as a form of unwarranted ballyhooing on behalf of a wholly fallacious getgood-quick scheme. The recklessness of soldiers and sailors on leave and the breakdown of normal community standards under the impact of military encampment are commonplace observations. Radicalism may or may not thrive among our youth; but, if and when it does, it will do so because of conditions and causes which will either operate in defiance of the R. O. T. C. or be furthered by it.

PRO . . . Of what use is a defenseless America?

Ralph C. Bishop, Secretary, Civilian Military Education Fund.

M ILITARY TRAINING is directed toward bringing about a speedy and favorable termination of a war if it should come upon us. The duty of national defense still

remains a constitutional one which citizens must perform. A level of civilization that would permit us to follow in safety China's pacifistic example has not yet been reached. The statement that military training in school and college consists largely of the manual of arms is erroneous. Even in the basic course, only forty of the ninety-six hours are devoted to actual field practices and the tactical handling of troops. Such close-order formations as are given are necessary for insuring discipline and control. Space does not permit a digression into the future usefulness of cavalry or infantry other than to observe that the enemy's armed forces on the ground must be defeated in order to win.

Those who have taken courses in military training testify to the physical improvement resulting. The development of posture (which in turn breeds confidence and self-respect) is an important by-product. The discipline, while not strict, is strong enough to develop courtesy, teamwork, respect for organization and authority, and a recognition of the duties of citizenship.

The belief that military training develops militaristic tendencies is shown to be unsubstantiated by a recent U. S. Office of Education survey. The R. O. T. C. students were found to be ardently opposed to war, and in favor of any practical plan for promoting world peace.

. . . A plea from a college president.

TRUST YOUNG AMERICA

Condensed from Good Housekeeping, September, 1935

President Kenneth I. Brown, Hiram College.

September is the month of the American hegira. Sons and daughters, college bound, are the pilgrims. But the urge is not piety or religious zeal. It is personal ambition to succeed and to travel the widest and most advertised road to success.

That hypothetical abstraction, the average college student, is a burning paradox: madly industrious, and the next hour incorrigibly lazy; wise with the wisdom of books and fool-

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ish with the folly of immaturity; dreaming tong dreams and horribly absorbed in the sensation of the moment. He thinks he would like to be a doctor—or maybe a businessman—or perhaps an aviator. At least, whatever he chooses, he's going to make good in the world and some day people will recognize his full worth. Approbation means much: appreciation is the surest way to command his extra effort.

For eighteen years his parents have had him by their side. During that time he has acquired certain standards of life which he may have made his own or which he may still be holding secondhand. In college he is on his own and he should be trusted. The college is not—as so many parents have super-stitiously believed it to be—a combination of psychopathic ward, reform school, Oxford-group house party, and school of manners—satisfaction guaranteed or your money refunded.

Not one student will leave in June the same as when he arrived in September. Nor should he. The changes will be social—a new confidence in himself and his ability to meet people; mental—an increased intellectual hardiness and sturdiness; spiritual—a new appreciation of some of the realities of life which cannot be seen or handled.

These are the changes that we pray may occur; but they do not come in one standardized pattern, nor can they be guaranteed.

. . Adults who are hungry for education.

THE EVENING SCHOOL

Condensed from the Survey Graphic, September, 1935
Zoe Tiffany

HAVE BEEN teaching adults in evening schools for several years. The men and women who sit in the classes are seeking to find satisfaction in ways that they would have passed over in callow derision less than a decade ago. They are eager for interests of a better sort and for the leadership of those in whose judgment they greatly desire to have faith. They are loath to accept radical or untried ideas; they desire progress and rights that maybe are socialistic—but they want to go radical very conservatively, indeed.

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Who are my students? One is a Scandinavian carpenter ambitious to become a citizen. Another is a slim young girl from the Pyrenees. There is my friend and neighbor, a Scotsman, who has the gift of fascinating talk. Two mechanics from a neighboring air base have enrolled in the hope of finding something different from their daily routine. A girl, lame and deaf and gallant, limps in nightly, determined to piece together a little of the pattern of philosophy, literature, and history. A young meat cutter employed by a chain store has, along with his wife, given

CHRISTIAN COLLEGE

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the election of

Dr. EUGENE S. BRIGGS

as president

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All of them are seeking educational opportunities which shall meet their needs. schools. I think, often fail them. The leadership is frequently pedantic, wooden, inept. The countless committees recruited from the schools and universities are interested only in education in the abstract. Why don't they get into the muck and heat and welter, and impart a new vision if they have one? Teaching seems highly obnoxious to many "educators." They put their faith in research, in reports to committees, in learned papers read at conventions. If they had any real faith in the article they peddle they would get down into the thick of the crowd and sell it to us. Never were there more eager takers.

Patriotism for Parents and Teachers

By J. W. Studebaker

THE WAR to make the world safe for democracy is not over as some people seem to think. It has just changed its form. Great areas of our world are already utterly unsafe for democracy, in fact, decidedly unsafe for people with democratic ideas. Our primary concern is for the future of democracy here in America.

Large numbers of Americans are already enrolled in the forces fighting to preserve democracy. Their slogan is: "preparedness for citizenship." They are recruiting citizens everywhere to train themselves in an understanding of public affairs. Their technique is

the adult public forum.

I am jealous of the opportunity of promoting this movement for civic enlightenment in the name of public education. It is obviously a proper function of public education to serve the great need for free public inquiry into the issues confronting our people.

What higher patriotism can be conceived than preparedness for intelligent self-government? The question is: how can parents and teachers join forces in promoting the use of the public forum technique in making America safe for a democratic future?

First, is it not important that parents and teachers, as well as superintendents and school boards be well acquainted with the methods of the true forum so that they can apply these methods in their many conferences and meetings?

Second, why shouldn't educators of all people engage in a study of the needs of the community for facilities for public discussion, and make plans for meeting these needs through the agencies of education?

Third, why shouldn't school superintendents take the lead in working out plans and programs for systematic management of public affairs forums in their communities under the direction of public education?



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invites you to choose your smart winter wardrobe from our outstanding collection of new fashions ... when you attend the Teachers' Convention in St. Louis!

GARLAND'S . . 410 North Sixth St.

ish with the folly of immaturity; dreaming tong dreams and horribly absorbed in the sensation of the moment. He thinks he would like to be a doctor—or maybe a businessman—or perhaps an aviator. At least, whatever he chooses, he's going to make good in the world and some day people will recognize his full worth. Approbation means much: appreciation is the surest way to command his extra effort.

For eighteen years his parents have had him by their side. During that time he has acquired certain standards of life which he may have made his own or which he may still be holding secondhand. In college he is on his own and he should be trusted. The college is not—as so many parents have super-stitiously believed it to be—a combination of psychopathic ward, reform school, Oxford-group house party, and school of manners—satisfaction guaranteed or your money refunded.

Not one student will leave in June the same as when he arrived in September. Nor should he. The changes will be social—a new confidence in himself and his ability to meet people; mental—an increased intellectual hardiness and sturdiness; spiritual—a new appreciation of some of the realities of life which cannot be seen or handled.

These are the changes that we pray may occur; but they do not come in one standardized pattern, nor can they be guaranteed.

. . Adults who are hungry for education.

THE EVENING SCHOOL

Condensed from the Survey Graphic, September, 1935
Zoe Tiffany

HAVE BEEN teaching adults in evening schools for several years. The men and women who sit in the classes are seeking to find satisfaction in ways that they would have passed over in callow derision less than a decade ago. They are eager for interests of a better sort and for the leadership of those in whose judgment they greatly desire to have faith. They are loath to accept radical or untried ideas; they desire progress and rights that maybe are socialistic—but they want to go radical very conservatively, indeed.

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Who are my students? One is a Scandinavian carpenter ambitious to become a citizen. Another is a slim young girl from the Pyrenees. There is my friend and neighbor, a Scotsman, who has the gift of fascinating talk. Two mechanics from a neighboring air base have enrolled in the hope of finding something different from their daily routine. A girl, lame and deaf and gallant, limps in nightly, determined to piece together a little of the pattern of philosophy, literature, and history. A young meat cutter employed by a chain store has, along with his wife, given

CHRISTIAN COLLEGE

FOUNDED 1851

Announces

the election of

Dr. EUGENE S. BRIGGS

as president

over evenings to making the acquaintance of Falstaff.

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All of them are seeking educational opportunities which shall meet their needs. schools. I think, often fail them. The leadership is frequently pedantic, wooden, inept. The countless committees recruited from the schools and universities are interested only in education in the abstract. Why don't they get into the muck and heat and welter, and impart a new vision if they have one? Teaching seems highly obnoxious to many "educators." They put their faith in research, in reports to committees, in learned papers read at conventions. If they had any real faith in the article they peddle they would get down into the thick of the crowd and sell it to us. Never were there more eager takers.

Patriotism for Parents and Teachers

By J. W. Studebaker

THE WAR to make the world safe for democracy is not over as some people seem to think. It has just changed its form. Great areas of our world are already utterly unsafe for democracy, in fact, decidedly unsafe for people with democratic ideas. Our primary concern is for the future of democracy here in America.

Large numbers of Americans are already enrolled in the forces fighting to preserve democracy. Their slogan is: "preparedness for citizenship." They are recruiting citizens everywhere to train themselves in an understanding of public affairs. Their technique is

the adult public forum.

I am jealous of the opportunity of promoting this movement for civic enlightenment in the name of public education. It is obviously a proper function of public education to serve the great need for free public inquiry into the issues confronting our people.

What higher patriotism can be conceived than preparedness for intelligent self-government? The question is: how can parents and teachers join forces in promoting the use of the public forum technique in making America safe for a democratic future?

First, is it not important that parents and teachers, as well as superintendents and school boards be well acquainted with the methods of the true forum so that they can apply these methods in their many conferences and meetings?

Second, why shouldn't educators of all people engage in a study of the needs of the community for facilities for public discussion, and make plans for meeting these needs through the agencies of education?

Third, why shouldn't school superintendents take the lead in working out plans and programs for systematic management of public affairs forums in their communities under the direction of public education?



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We may as well be realistic and take note that means of meeting the need for public discussion of public problems are being developed everywhere under many auspices. Most of these ventures in forum education are decidedly valuable in the building of intelligent citizenship. But the opportunity of serving such a major educational need ought not to be neglected by the agency in the community best able to meet it by offering impartial and trained leadership. I refer to the agency of public education.

The schools are perfect meeting places for evening gatherings of adults. The teachers and parents are already allied in the common interest of child and youth education. The technique of free inquiry and impartial examination of facts is basic to the process of education. We already spend billions on public education for children and adolescents. Why not take the next step and formally promote the educational process among adults on the most important front of public affairs?

The Federal Office of Education now plans to be of service in promoting this movement toward civic enlightenment. The experiment in Des Moines where the public school system has been managing public forums for adults on a city-wide plan for three years is indicative of what can be done. The current events forums in some night school schedules offer further illustration of public education in action. Other forum programs are being car-

ried on which are worth studying and from which educators can learn much which will be helpful to them in preparing their public school systems to extend and improve forum discussion.

I find that much thought is being put on this problem by educational leaders. The Office of Education wishes to stimulate that thought and planning. Therefore, we shall welcome all contributions of material, suggestions, ideas, ways of directing and conducting forums, and especially studies of community needs and plans for meeting them through public education. Likewise, we shall be glad to share what information we have, some of which will be in printed form soon, and to be of direct service to educators and others engaged in promoting forum education.

Parents and teachers have more in common than the effective education of children to be ready to take their places in the community. They have in common the improvement of the community and the Nation so that educated youth will have a place to take. They should be united in making American democracy work in the building of a better life for all. To me, that means active work for civic enlightenment, for public understanding of social problems. I hope all public school people will have the boldness to take their proper places as leaders in this movement to provide facilities for free public discussion of all important public problems.

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STATE DEPARTMENT OF EDUCATION



STATE DEPARTMENT OF EDUCATION MUSIC ANNOUNCEMENTS

Lytton S. Davis, State Director of Music

New Music Syllabus

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The matter of qualification of music teachers has been outlined very thoroughly in the new Music Syllabus. In most cases music teachers who have been teaching with less than 120 hours, and many cases with no college hours, are showing a fine attitude toward the new music set-up. We suggest that teachers, who have done a great deal of private study outside of college which has not been evaluated in the terms of college hours. get in touch with some university or school of music and take a special examination which will perhaps net them several hours of advanced standing. We do not feel that the six hour yearly requirement is burdensome to anyone. All progressive teachers should want to continue further study.

Music Required in All Rural Schools

IT IS THE PLAN of the State Department of Education to include quarterly and final examination questions in Music, beginning this year. These questions will be very simple referring to the words of the songs, historical correlation, art correlations and rhythmic work. There will be no theoretical questions whatsoever.

All rural teachers should follow the new 1935-36 list of rural school songs which was nublished in the May issue of the School and Community and is also in the new outline of the Elementary Course of Study. Each country superintendent has a mimeographed list of these songs.

The A and B classes should keep a music notebook covering the suggested items of correlation as outlined in the course of study. The quarterly examination questions should be given to the A and B classes only. These classes should also be graded on their notebook.

It is hoped that each county will appoint a county chorus committee and choose a program from the 1935-36 list of songs to be used in a large county chorus next spring.

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visory work.

RURAL SCHOOL DISTRICT MAPS

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READING CIRCLE

Last year marked a high point in the state reading circle work. Approximately 250,000 books were reported to this office as read. 12,500 Reading Circle Certificates were issued, representing 73 counties. The ten highest are as follows: Franklin, Polk, Newton, Nodaway, Grundy, Barry, Jackson, Macon, Saline, McGrundy, Mc

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ROUND TABLE

Each month through the columns of the School and Community, we will be glad to conduct a round table discussion of problems concerning the teacher, school, or community. Teachers and school people who have such problems or questions which they would like to have discussed, may send them to the Director of Rural Education, State Department of Education, and we will be glad to give your problem the proper attention. No names will be disclosed but all questions must be signed.

RURAL SCHOOL PREMIUM LIST FOR THE 1936 MISSOURI STATE FAIR

THE FOLLOWING are some general statements and the premium list offered by the Educational Department of the 1936 Missouri State Fair to the rural schools. The cash prize to be offered for each premium is not listed here, but will be announced later in a special bulletin. We are giving the listings at this time in order that the rural schools may begin early to plan for the exhibits. While the exhibits were exceptionally good at the 1935 Fair, we hope that the teachers will join with us in making the 1936 Fair much better.

The premium list for the city and town schools will appear in a later issue of the School and Community.

A. F. Elsea, Superintendent Educational Department, Missouri State Fair.

GENERAL REGULATIONS

In compiling this premium list for the Educational Exhibit of the Missouri State Fair, a very definite effort has been made to list items and activities which will naturally grow out of regular school work. An effort has also been made to encourage group rather than

individual competition. With a few exceptions, each exhibit should represent the work of the group of several individual pupils and usually of more than one grade.

While the intrinsic value of the premium is not the chief end in view, the amount offered is sufficient to serve as an incentive for a worth while exhibit and to help pay the expenses of transportation and of placing the exhibit.

Purposes. The purposes of the Educational Exhibit of the Missouri State Fair are:

1. To present to the people of Missouri and to visitors from other states a collective representation of the work done in Missouri schools.

2. To serve, through friendly competition. as an incentive to a higher type of school work.

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3. To give to teachers and to other school people visiting the State Fair, suggestions for improved teaching.

REGULATIONS

1. Collecting and Entering Exhibits. Any school desiring to enter an exhibit should write to Mr. A. F. Elsea, State Department of Education, Jefferson City, Mo., before June 20, stating the approximate number of entries, size of the exhibit and approximate amount of space required for the exhibit. Also a statement should be made as to whether someone will accompany the exhibit or be present to put it up. Thus a tentative assignment of space may be made about July 1.

Exhibits, marked "For Educational Building," may be sent to Charles W. Green, Secretary, Missouri State Fair, Sedalia, Mo., any time after June 4, 1936, where they will be stored until the opening of the Fair. duplicate entry tags will be issued to the teachers, principal or superintendent submitting such exhibits. When the exhibit is sent, a list showing the nature of the exhibits and the classes and groups entered should also be sent to Charles W. Green, Secretary, Missouri State Fair, Sedalia, Mo., so the entry tags may be made out and returned to the exhibitor.

Freight or express charges must be prepaid on exhibits to Sedalia. Exhibits will be re-

turned by C. O. D. express.

County superintendents are urged to collect exhibits from the rural schools of their respective counties. These exhibits should be collected before the close of school and held until they are sent to Charles W. Green, Secretary, Missouri State Fair, Educational Building, Sedalia, Mo. Thus all the exhibits from the rural schools of a given county will be received and listed at the same time.

The best work of the school should be sent. A local preliminary exhibit or better still A COUNTY ACHIEVEMENT DAY from which the best materials are selected will be very helpful in selecting articles to be sent to the

Fair.

Before material can be entered for exhibition by a school, a statement must be filed by the teacher certifying that the work has been done in accordance with the rules prescribed. THIS STATEMENT SHOULD ACCOMPANY THE EXHIBIT FROM EACH SCHOOL. The following form is suggested:

EDUCATIONAL EXHIBIT CERTIFICATE I hereby certify that the work submitted from -----School, -----County, has been done by regularly enrolled pupils of the above school during the school year of 1935-36 in accordance with the rules prescribed for the Educational Exhibit, Missouri State Fair. -----Teacher.

All classes, any one or any number of classes, may be entered, but no school, grade or department can make more than two entries for any one premium. ENTRIES IN THIS DEPARTMENT CLOSE AT FOUR O'CLOCK THE DAY PRECEDING THE OPENING DAY OF THE FAIR. All exhibits must be in place by nine o'clock of the opening day of the Fair.

Each specimen of work must bear the name, grade and age of the pupil, name of the teacher (or exhibitor), school and county, also the section and class under which the article is to be exhibited. This information must be placed on the exhibit where judges can see it without taking down the exhibit.

It is expected that the school exhibits will be taken from the regular school work of the year that the display may represent the legitimate product of the regular exercise of the

school.

All flat articles such as maps, drawings, booklets, collections, must be properly mounted by the exhibitor. Heavy cardboard or heavy paper of neutral color is suggested for mounting. Exhibit cards should be approximately x 28".

Schools sending large collective exhibits should have a representative at the Fair to

arrange them properly.

Small collections will be taken care of by those in charge of the department and will be placed in booths set aside for miscellaneous collections.

Posters, placards and circulars giving information concerning a school, the work of the school or the specific exhibit adds to the interest and value of an exhibit.

Exhibits will be judged on the following

points:

Originality Workmanship

Conformity to work outline for the year by State Courses of Study

Educative value

Neatness

Attractiveness

Conformity to principles of art.

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RURAL SCHOOL PREMIUM LIST FOR THE 1936 MISSOURI STATE FAIR

THE FOLLOWING are some general statements and the premium list offered by the Educational Department of the 1936 Missouri State Fair to the rural schools. The cash prize to be offered for each premium is not listed here, but will be announced later in a special bulletin. We are giving the listings at this time in order that the rural schools may begin early to plan for the exhibits. While the exhibits were exceptionally good at the 1935 Fair, we hope that the teachers will join with us in making the 1936 Fair much better.

The premium list for the city and town schools will appear in a later issue of the School and Community.

A. F. Elsea, Superintendent Educational Department, Missouri State Fair.

GENERAL REGULATIONS

In compiling this premium list for the Educational Exhibit of the Missouri State Fair, a very definite effort has been made to list items and activities which will naturally grow out of regular school work. An effort has also been made to encourage group rather than

individual competition. With a few exceptions, each exhibit should represent the work of the group of several individual pupils and usually of more than one grade.

While the intrinsic value of the premium is not the chief end in view, the amount offered is sufficient to serve as an incentive for a worth while exhibit and to help pay the expenses of transportation and of placing the exhibit.

Purposes. The purposes of the Educational Exhibit of the Missouri State Fair are:

1. To present to the people of Missouri and to visitors from other states a collective representation of the work done in Missouri schools.

2. To serve, through friendly competition. as an incentive to a higher type of school work.

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3. To give to teachers and to other school people visiting the State Fair, suggestions for improved teaching.

REGULATIONS

1. Collecting and Entering Exhibits. Any school desiring to enter an exhibit should write to Mr. A. F. Elsea, State Department of Education, Jefferson City, Mo., before June 20, stating the approximate number of entries, size of the exhibit and approximate amount of space required for the exhibit. Also a statement should be made as to whether someone will accompany the exhibit or be present to put it up. Thus a tentative assignment of space may be made about July 1.

Exhibits, marked "For Educational Building," may be sent to Charles W. Green, Secretary, Missouri State Fair, Sedalia, Mo., any time after June 4, 1936, where they will be stored until the opening of the Fair. duplicate entry tags will be issued to the teachers, principal or superintendent submitting such exhibits. When the exhibit is sent, a list showing the nature of the exhibits and the classes and groups entered should also be sent to Charles W. Green, Secretary, Missouri State Fair, Sedalia, Mo., so the entry tags may be made out and returned to the exhibitor.

Freight or express charges must be prepaid on exhibits to Sedalia. Exhibits will be re-

turned by C. O. D. express.

County superintendents are urged to collect exhibits from the rural schools of their respective counties. These exhibits should be collected before the close of school and held until they are sent to Charles W. Green, Secretary, Missouri State Fair, Educational Building, Sedalia, Mo. Thus all the exhibits from the rural schools of a given county will be received and listed at the same time.

The best work of the school should be sent. A local preliminary exhibit or better still A COUNTY ACHIEVEMENT DAY from which the best materials are selected will be very helpful in selecting articles to be sent to the

Fair.

Before material can be entered for exhibition by a school, a statement must be filed by the teacher certifying that the work has been done in accordance with the rules prescribed. THIS STATEMENT SHOULD ACCOMPANY THE EXHIBIT FROM EACH SCHOOL. The following form is suggested:

EDUCATIONAL EXHIBIT CERTIFICATE I hereby certify that the work submitted from -----School, -----County, has been done by regularly enrolled pupils of the above school during the school year of 1935-36 in accordance with the rules prescribed for the Educational Exhibit, Missouri State Fair. -----Teacher.

All classes, any one or any number of classes, may be entered, but no school, grade or department can make more than two entries for any one premium. ENTRIES IN THIS DEPARTMENT CLOSE AT FOUR O'CLOCK THE DAY PRECEDING THE OPENING DAY OF THE FAIR. All exhibits must be in place by nine o'clock of the opening day of the Fair.

Each specimen of work must bear the name, grade and age of the pupil, name of the teacher (or exhibitor), school and county, also the section and class under which the article is to be exhibited. This information must be placed on the exhibit where judges can see it without taking down the exhibit.

It is expected that the school exhibits will be taken from the regular school work of the year that the display may represent the legitimate product of the regular exercise of the

school.

All flat articles such as maps, drawings, booklets, collections, must be properly mounted by the exhibitor. Heavy cardboard or heavy paper of neutral color is suggested for mounting. Exhibit cards should be approximately x 28".

Schools sending large collective exhibits should have a representative at the Fair to

arrange them properly.

Small collections will be taken care of by those in charge of the department and will be placed in booths set aside for miscellaneous collections.

Posters, placards and circulars giving information concerning a school, the work of the school or the specific exhibit adds to the interest and value of an exhibit.

Exhibits will be judged on the following

points:

Originality Workmanship

Conformity to work outline for the year by State Courses of Study

Educative value

Neatness

Attractiveness

Conformity to principles of art.

RURAL SCHOOLS

The term Rural School is used to represent the eight elementary grades of any school under a three-director One-room schools in consolidated districts organization. will exhibit their work in Section B or C.

AGRICULTURE

- Set of four posters illustrating any unit of study in agriculture outlined for the school year 1935-1936,
 Chart or booklet illustrating different Missouri crops
- and soils. Chart or booklet illustrating the different Missouri
- farm animals. 4. Chart or booklet illustrating different methods of
- farming. Agriculture notebook covering work of the year.
- 6. Class project in agriculture.
 ARITHMETIC

Class

- 7. Collection of at least ten arithmetic papers by not collection of at least ten arithmetic papers by not less than five pupils representing the work of at least five grades in the school. Each paper should contain at least three original, concrete problems with solutions. Work should be neat, accurate and correctly placed on the page. Papers from the lower grades should be in pencil, those in upper grades may be done in either pencil or ink.
- Collection of not less than four individual charts showing improvement in fundamental processes. Grades 1-8.

ART

Class

- Collection of free-hand pencil drawings from all grades, at least two from each grade in school.
 Group of four-border or surface designs in color.
- Any medium.
- 11. Group of four posters showing harmonious use of color in house furnishing.
- 12. Group of at least three posters showing harmonious use of color in women's (girls') and men's costumes.
 13. Collection of not less than three nor more than six
- mechanical toys.
- 14. Collection of woodwork from one school, not to exceed six pieces.
- 15. Collection of hand sewing from one school, not to exceed six pieces.

- 16. Exhibit of clay modeling to illustrate some lesson
- unit, grades 1-4.

 17. Collection of water color pictures, at least two from each grade in the school.
- 18. Set of at least four picture study booklets based on the ten pictures selected for study in 1935-1936.

 19. Set of four story illustrations of some story read during the year. Any medium. Grades 1-4.
- during the year. Any medium. Grades 1-4.

 20. Set of four illustrations of some story read during
- the year. Any medium. Grades 5-6.
 21. Set of four illustrations of some story read during the year. Any medium. Grades 7-8.

ELEMENTARY SCIENCE

Class

- Collection (in poster, booklet or notebook form) of Missouri wild flowers, giving name, locality where found and short description of each.
 Collection of leaves showing Missouri trees.
 Collection of wood showing Missouri trees.
- 25. Collection (in poster, booklet or notebook form) of pictures of wild birds found in Missouri, giving brief description of each, habits and where found.
- 26. Collection (in poster, booklet or notebook form) of pictures of Missouri wild animals, giving short description of each, habits and where found.

 27. Collection of three models showing fundamental principles.
- ciples of mechanics (e. g., practical a lever, block and tackle, electric bell). application of
- 28. Exhibit of complete unit of work in elementary science.

ENGLISH

Class

- 29. Illustrated poem studied in C Class. Poster or
- booklet. Any medium. 30. Illustrated poem studied in B Class. Poster or booklet. Any medium.
 31. Illustrated poem studied in A Class.
- booklet. Any medium.

 Original poem of not fewer than eight lines.

 School paper (all issued).
- 32
- 33.
- School diary.

 Collection of four "Good English" posters.

 Collection of compositions containing an article on 36. each of the following subjects: Plans for beautifying your school yard. Favorite author or book. Humor-

NEW LOW RATES BEGIN AT \$2.50

650 rooms, 650 baths. Convenient to downtown theatres and shopping district. Electric fans in every guest room. Garage facilities.

Every Room has Private Bath, Running Ice Water, and Radio

Room for One

With shower bath; \$2.50, \$3.

Room for Three With shower and tub; \$3.50, \$4, \$4.50, \$5.

Room for Two (one double bed)

With shower bath; \$4.50. With shower and tub; \$5, \$6, \$6.50, \$7.

Room for Four

With shower and tub; \$9, \$10, \$10.50, \$11.

With shower and tub; \$7, \$8, \$8.50, \$9.

Room for Two (twin beds)

With shower bath; \$5.

Living Rooms

With shower and tub; \$6, \$6.50, \$7, \$8, \$9. For one, \$7; for two, \$9.

HOTEL STATLER ST. LOUIS ::

Washington Avenue at St. Charles and 9th Streets

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friendly, formal and informal notes). Grades 5-6. Collection of four types of letters (e. g., business, friendly, formal and informal notes). Grades 7-8.

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 Collection of three Health notebooks containing notes, pictures, illustrations, clippings, health stories, two weeks menu for hot lunch in a rural school, etc.

MUSIC

41. Music project based on county chorus songs for

Collection of pupil-made band instruments. I showing instruments of symphony orchestra.
 Collection of four music note books,

READING

Class
44. Collection of four reports of best book read during
the year. Each report not to exceed three pages.
45. One booklet to show illustrations of five books read
during school term. Books to represent the five
divisions for Pupil's Reading Circle.
46. Class project in Reading. Grades 1-4.
47. Class project in Reading. Grades 5-8.

SOCIAL SCIENCE

Set of four illustrations of some subjects studied set of four illustrations of some subjects studied this year (e. g., transportation, homes of different people). Any medium. Grades 1-4.

Set of four posters illustrating any phase of civic improvement. Grades 7-8.

Story telling what your school has done to make better citizens. Any grade.

Series of at least four illustrations showing historical events or negleds studied during this year.

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medium. Grades 5-6.
Series of at least four illustrations showing historical events or periods studied during this year.
Any medium. Grades 7-8.
Series of illustrations representing people and life in countries studied this year. Any medium. Grades

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Class projects in geography. Grades 5-6.
Class projects in history. Grades 6-6.
Class projects in history. Grades 7-8.
Class projects in civics. Grades 7-8.
WRITING

Class

county.

59. Collection of ten complete writing lessons, containing not less than ten lines nor more than twenty,

selected from the work of at least four grades.
Display of manuscript writing for grades 1 and 2.
Chart or poster showing improvement in penmanship. All grades.

GENERAL

Class Original project in any subject.

Collection of photographs showing various school or community activities.

Scrapbook showing newspaper clippings, pictures, il-

Scrapbook showing newspaper clippings, pictures, illustrations, etc., made by the school.

Scrapbook showing unit of work in any subject.

School project representing the history and development of county.

Collection of teaching equipment—charts, maps, pictures, clippings, etc., for any unit of work made

by a rural teacher.

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Single one-room rural school exhibit. To be judged on number and workmanship of articles exhibited, arrangement and attractiveness of exhibit, number of points won in premiums. (Each first prize counts five points; second, three; third, two.)
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THIRD-You receive your check for full amount of your loan, no deductions.

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ITEMS OF INTEREST

NATIONAL COUNCIL OF TEACHERS OF ENGLISH—A PROGRAM OF NOTABLES

The National Council of the Teachers of English are having a meeting in Indianapolis, Indiana, at Thanksgiving time, November 28-30, on the general theme "Teaching of English in a Changing Curriculum." The program contains such well known individuals as Dr. William L. Bryan, Dr. Henry W. Holmes, Dr. Clause M. Fuess, Louis Untermeyer, Carl Sandburg. There will be other well-known authorities in the field of English. An innovation of exceptional interest will be a demonstration at the first general session, Thursday night, of choral speaking by a group of Indanapolis pupils under the direction of Mr. Bess Wright of the Washington High School.

MISS BYNUM SCORES

Miss Ruth Bynum was challenged by the advertisement appearing in the May issue of "School and Community" concerning a contest in writing educational articles. She elected to write on the suggested topic of

Teachers and Teachers Associations. The reward of winning this contest netted her fifty dollars cash.

It occurs to us to have any person who doubts the advisability of spending \$2.00 or \$5.00 for State, or State and National Teachers Organizations membership, to talk the situation over with Miss Bynum.

Seriously, we are proud to have this recognition within our faculty group.—VIEWS AND NEWS, Webster Groves, Missouri, Sep-

tember 27, 1935.

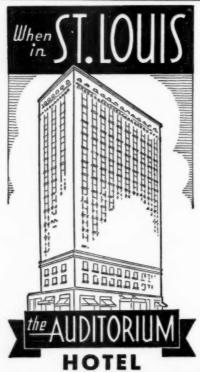
NEW SCHEDULE

Acting under authority of the St. Louis Board of Education, Henry J. Gerling, Superintendent of Schools has submitted a new schedule of salaries for lower-paid teachers in his school system. Mr. Gerling states that about 1,100 of the 3,000 St. Louis teachers, mostly in the lower-salary brackets would be affected and receive increases ranging from 2% to 10% a year. Salaries of higher-paid teachers will not be affected by the adjustment.

Easy walking distance to the business, shopping and theatrical district.

Preferred . . . for its strategic location to all St. Louis activities . . . two short blocks from Union Station . . . nearest first class hotel to Municipal Auditorium.

Unique Homelike
Atmosphere
Splendid Cuisine
Considerate Service
Catering to the Commercial
Traveler and Tourist.



Rates

Rates with private bath \$2.00—\$2.50—\$3.00

Special Weekly and
Monthly Rates

Largest and most modern Garage in America

½ Block from Highways 40, 50 and 66

Pine Street at 18th

THE CURRICULUM FOUNDATION SERIES

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PETER'S FAMILY

A Social Studies Primer by Hanna, Anderson, Gray

In easy primer vocabulary, this new book develops an understanding of social functions as they operate in the home. Beautifully illustrated in full color. Other books available this fall:

NUMBER STORIES, Books I, II, III HEALTH STORIES, Books I, II, III ART STORIES, Books I, II, III SCIENCE STURIES, Books I, II

SCOTT, FORESMAN AND COMPANY

623 SOUTH WABASH AVENUE

CHICAGO, ILLINOIS



Send for sample pages and prices.

The adjustments mean restoration of automatic salary increases suspended two years ago and will bring lowest paid teachers up from \$1200 to a new minimum of \$1300 per year.—TOPICS, Maplewood, Missouri, October 2, 1935.

The Lafayette County Schoolmen's Club held its first meeting September 9th at Lexington. The attendance was the largest in the history of the Club. Officers of the club are as follows: Principal A. O. Durrett of Lexington, president, Supt. E. K. Smith of Corder, vice-president, and Everett J. Christy of Napoleon, secretary.

The schools of Union, for more than thirtyfive years under the leadership of Chas. A. Cole, use about three columns in the local newspaper describing interesting features of the various classes in the high school by subjects.

School Boy Patrols have been established in the Vandalia schools for the purpose of protecting children against the danger of crossing highways and railways while on their way to and from school.

The High School Band at La Grange helps to maintain itself and at the same time renders service to the community and improves its musical ability by playing for numerous functions in the northeast section of the state. Recent engagements were filled at Lewiston and Hannibal.

Last fall a tornado wrecked the high school building at Maryville. Since that time school has been held in various buildings available for the emergency. Recently they moved into the repaired buildings and celebrated the event by inviting the public to visit the improved structures and meet the faculty. Mr. C. Wallace Croy is the new principal. H. S. Thomas for several years principal, recently became superintendent when Dr. Lawing accepted a place in the Kansas City schools.

Linn County school children are undergoing a health examination. The county-wide health survey of all school children is being made by the county nurse, Mrs. Margaret Nations assisted by Miss Edna Yodder, a Red Cross nurse from St. Louis.

The State of Texas recently voted on a proposed change in its constitution so as to allow the state to furnish free textbooks to all children regardless of whether the schools they attended were public or private or parochial. The measure was defeated by a rather narrow margin.

HOTEL MELBOURNE

ST. LOUIS, MO.



Lindell at Grand

Special Convention Rates to Missouri Teachers—in the very heart of the City and near to everything of educational interest.

On National Highways 40 & 50

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Miss Ruth Bynum was challenged by the advertisement appearing in the May issue of "School and Community" concerning a contest in writing educational articles. She elected to write on the suggested topic of

Teachers and Teachers Associations. The reward of winning this contest netted her fifty dollars cash.

It occurs to us to have any person who doubts the advisability of spending \$2.00 or \$5.00 for State, or State and National Teachers Organizations membership, to talk the situation over with Miss Bynum.

Seriously, we are proud to have this recognition within our faculty group.—VIEWS AND NEWS, Webster Groves, Missouri, Sep-

tember 27, 1935.

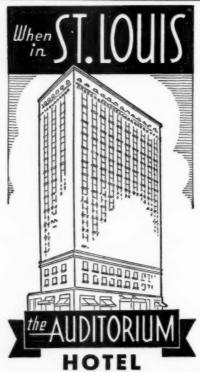
NEW SCHEDULE

Acting under authority of the St. Louis Board of Education, Henry J. Gerling, Superintendent of Schools has submitted a new schedule of salaries for lower-paid teachers in his school system. Mr. Gerling states that about 1,100 of the 3,000 St. Louis teachers, mostly in the lower-salary brackets would be affected and receive increases ranging from 2% to 10% a year. Salaries of higher-paid teachers will not be affected by the adjustment.

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The adjustments mean restoration of automatic salary increases suspended two years ago and will bring lowest paid teachers up from \$1200 to a new minimum of \$1300 per year.—TOPICS, Maplewood, Missouri, October 2, 1935.

The Lafayette County Schoolmen's Club held its first meeting September 9th at Lexington. The attendance was the largest in the history of the Club. Officers of the club are as follows: Principal A. O. Durrett of Lexington, president, Supt. E. K. Smith of Corder, vice-president, and Everett J. Christy of Napoleon, secretary.

The schools of Union, for more than thirtyfive years under the leadership of Chas. A. Cole, use about three columns in the local newspaper describing interesting features of the various classes in the high school by subjects.

School Boy Patrols have been established in the Vandalia schools for the purpose of protecting children against the danger of crossing highways and railways while on their way to and from school.

The High School Band at La Grange helps to maintain itself and at the same time renders service to the community and improves its musical ability by playing for numerous functions in the northeast section of the state. Recent engagements were filled at Lewiston and Hannibal.

Last fall a tornado wrecked the high school building at Maryville. Since that time school has been held in various buildings available for the emergency. Recently they moved into the repaired buildings and celebrated the event by inviting the public to visit the improved structures and meet the faculty. Mr. C. Wallace Croy is the new principal. H. S. Thomas for several years principal, recently became superintendent when Dr. Lawing accepted a place in the Kansas City schools.

Linn County school children are undergoing a health examination. The county-wide health survey of all school children is being made by the county nurse, Mrs. Margaret Nations assisted by Miss Edna Yodder, a Red Cross nurse from St. Louis.

The State of Texas recently voted on a proposed change in its constitution so as to allow the state to furnish free textbooks to all children regardless of whether the schools they attended were public or private or parochial. The measure was defeated by a rather narrow margin.

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MEMBERS of the Missouri State Teachers Association under 60 years of age and in good health are entitled to make application for M. S. T. A. group insurance. The rates quoted below are for \$1000 of insurance.

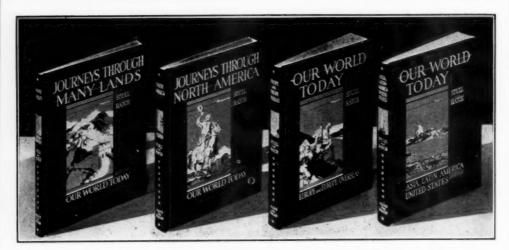
If 16 years of age the cost will be \$4.97. If 17 years of age the cost will be \$5.07. If 18 years of age the cost will be \$5.15. If 19 years of age the cost will be \$5.26. If 20 years of age the cost will be \$5.37. If 21 years of age the cost will be \$5.47. If 22 years of age the cost will be \$5.58. If 23 years of age the cost will be \$5.64. If 24 years of age the cost will be \$5.71. If 25 years of age the cost will be \$5.77. If 26 years of age the cost will be \$5.81. If 27 years of age the cost will be \$5.85. If 28 years of age the cost will be \$5.88. If 29 years of age the cost will be \$5.90. If 30 years of age the cost will be \$5.93. If 31 years of age the cost will be \$5.95. If 32 years of age the cost will be \$5.98. If 33 years of age the cost will be \$6.06. If 34 years of age the cost will be \$6.15. If 35 years of age the cost will be \$6.26. If 36 years of age the cost will be \$6.42. If 37 years of age the cost will be \$6.61. If 38 years of age the cost will be \$6.82. If 39 years of age the cost will be \$7.06. If 40 years of age the cost will be \$7.35. If 41 years of age the cost will be \$7.68. If 42 years of age the cost will be \$8.08. If 43 years of age the cost will be \$8.49. If 44 years of age the cost will be \$8.99. If 45 years of age the cost will be \$9.52.

Teachers under 60 years of age and above 45 may also apply for insurance at attractive rates.

The above rates do not include the annual service fee of \$1.00 per policy (not \$1.00 per thousand but \$1.00 for each policy).

Medical examinations are not usually required of persons under 45 years of age who apply for not more than \$3000 of insurance.

Every teacher in the State should have a M. S. T. A. group insurance policy. Please write E. M. Carter, Secretary, Columbia, Missouri, for a free application blank and full information.



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